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# SURVEY REPORT ON TRAINING

# IN CHILD ABUSE AND HIGH RISK CASES

# FOR CHILD AND FAMILY SERVICE AGENCIES

# IN MANITOBA

Report Submitted to the Council of Child and Family Service Agencies
by the Child and Family Support Branch,
Community Services, Government of Manitoba
June 18, 1987

June 9, 1987

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## PURPOSE

This survey report describes the present delivery of training in Child Abuse in Child and Family Service agencies in Manitoba. This report also describes the views and recommendations by these agencies for the organization, content and delivery of training in Child Abuse specifically and training of Child and Family Services personnel generally. The survey participants included the **seven mandated agencies in the City of Winnipeg** (six responded), the **six mandated Native agencies** in the province, the **urban non-mandated Native agency,** Ma Mawi-Wi-Chi-Itata Centre, the **five Provincial regional mandated Child and Family Service agencies** as well as the **two privately operated rural agencies.** Seven Oaks Centre, the Manitoba Foster Parents' Association and the Services to Other Regions were also included. Since the purpose of the survey was to identify training needs of Child and Family Service personnel, Treatment Centres represented on the Council were not included.

## BACKGROUND TO SURVEY REPORT

There is a need for a systematic approach to training Child and Family Services personnel. Recommendations to this effect have been made by Ryant (1975), Kimmelman (1985) and more recently by Sigurdson and Reid (1987).

From 1977 and up to the time of the restructuring of the Children's Aid Society of Winnipeg in 1985, the Child and Family Support Branch offered a general orientation in Child Welfare to all new staff in the province. This general orientation included an introduction to Child and Family Services legislation and court procedure. Practice skills such as Crisis Intervention were sometimes included in the orientation. In addition, the Child and Family Support Branch organized and sponsored a variety of conferences and workshops on a "major need" basis (see Appendix A).

In November, 1984, a comprehensive analysis of the training needs, organization and delivery system for the province was completed by a committee composed of senior Child and Family Services personnel as part of the planning process prior to the restructuring of Child and Family Services agencies (see Paper 10 - Staff Development and Training Perspective - Appendix A).

This committee recommended three levels of training: (a) a transitional stage to familiarize staff with the community-based delivery system, (b) specialist training and consultation, and (c) Generic/Base skill training. Training in Child Abuse was identified as one of the areas requiring Specialist training. The three areas outlined by the committee were seen as an addition to any opportunities already available to Child and Family Services personnel for continuing professional development.

In 1986, the Provincial Development and Training Coordinator position at the Directorate was discontinued along with the general orientation program. In its place, in the fall of 1986, two Child Abuse Specialists positions were established to develop and deliver a province-wide training program in Child Abuse for Child and Family Services personnel. This new initiative was made in response to the significant increase in the numbers of reported cases involving child abuse, child deaths and the complexity of providing service to these clients. Moreover, with the endemic nature of child abuse, it is apparent that training in child abuse cannot be limited to a small number of specialists since Child and Family Service personnel are involved with abusive or potentially abusive families.

Within the first three or four months after the establishment of two Provincial Child Abuse Specialists positions, formal and informal consultations with a range of personnel in the Child and Family Services system

indicated inconsistent and contradictory responses to (a) training in Child Abuse alone and (b) the development and delivery of training by the Child and Family Support Branch unilaterally. Additionally, in the absence of a well defined, well organized provincial training structure agreed on by the agencies and the Child and Family Support Branch, concern was expressed that training in Child Abuse alone would diminish the importance of and the need for a general comprehensive training in Child and Family Services work for personnel hired by the system.

As pointed out by Ryant (1975), Kimmelman (1985) and the Sigurdson and Reid (1987) report persons hired by the Child and Family Services require basic skill training in many areas including child abuse. Thus for example, the aforementioned Staff Training and Development Perspectives Committee recommended that the Child and Family Services system provide introductory level courses in (a) statutory knowledge, (b) family life education, (c) interpersonal relationships and communications, (d) crisis intervention, (e) adolescent development, and (f) Native Culture. If training needs are as basic as the committee suggests, the implications for training in child abuse specifically are profound. For example, if training in basic knowledge of family life education is required, should this come before or after specific training in child abuse?

The Child and Family Support Branch therefore decided to meet with the Council of Child and Family Service agencies on February 19, 1987 in order to make them aware that they would be consulted as to whether (a) training in Child Abuse should proceed unilaterally from the Child and Family Support Branch in the absence of any agreed on training structure and delivery system between agencies and the Child and Family Support Branch and/or (b) training

in Child Abuse be organized, designed and delivered within a more comprehensive training program.

## SURVEY METHOD

### Survey Participants

All Child and Family Service agencies, the Seven Oaks Centre, the Manitoba Foster Parents' Association and Services to Other Regions were visited personally by Child and Family Support Branch staff during March, April and May, 1987. Agencies surveyed are shown in Appendix C.

### Survey Procedure

A structured interview format was developed by the Child and Family Support Branch and used as the agenda for agency meetings (see Appendix D).

Prior to all meetings, each Director was sent a copy of the February 2, 1987 memo (Appendix B). Before the start of each meeting, all participants were given copies of (a) February 2, 1987 memo, (b) the Structured Interview questionnaire (Appendix D), (c) the Directorate's Survey on Training Needs and Resources, 1985 (Appendix E) and the Pecora et. al., article (1983) (Appendix F).

The agency was given the choice of responding to the survey questions directly at the meeting or using the meeting for a general discussion of training needs and completing the questionnaire at a later date.

Each agency was requested to record and forward their responses to the survey questions to the Child and Family Support Branch by April 30, 1987. An extension to May 15, 1987 was requested by some agencies. The agencies were advised that their responses would be distributed to the Council along with this report (separate addendum enclosed).

## SURVEY RESULTS

The survey results are summarized below. Complete agency responses are shown in tables in Appendix J. The original responses are included in a separate addendum.

### Agency Meeting Participants

Meetings with Child and Family Support Branch staff to complete the survey questionnaire were attended by the following agency personnel:

a) **9 agencies** involved the Director and Management staff,

b) **10 agencies** involved the Director and staff,

c) 1 **agency** involved the Director alone,

d) 1 **agency** involved the Director and Child Abuse Coordinator,

e) 1 **agency** involved the Board President and Executive,

f) 2 **agencies** involved the Management staff alone.

### Response Rate to Survey Questionnaire

Out of a total of **24 agencies** visited, **23 agencies** completed or addressed some issues identified in the survey questionnaire. This represents a response rate of 96%. One agency did not complete the survey questionnaire. Copies of the original responses are under a separate addendum.

### Agency Responses to Survey Questionnaire

Questions and responses reported below are grouped under major headings as follows:

a) Agency Training Policy, Training Days, Training Budget,

b) Training Initiatives: Past, Present, Future,

c) Child Abuse Orientation,

d) Evaluation of Training,

e) Identification of Training Needs and Needs Assessment,

f) Importance of Training,

g) Organization, Content and Delivery of Training.

Agency Training Policy, Training Days, Training Budget,

Question 1: Does your agency have a formal written policy on training?

The results are summarized in Table 1 (pages 7-12). **Six of the 23 agencies** who responded to the survey have a formal written training policy.

Question 5: How many training days are allowed for each staff per year?

**Nineteen of the 23 agencies** responded to this question. There is wide variance in training days allowed ranging from "as needed" to 12 days or more per annum. The number of training days are reported in Table 1 (pages 7-12).

Question 7: What is the training Budget? How are the dollars allocated for staff? Who Controls the budget?

The response to question 7 are reported in Table 1 (pages 7-12). **Twenty one of the twenty three agencies** responded to this question of training budget. The budgets reported ranged from "no specific budget" to training budget derived from "accumulated surplus". A common theme in the recommendations regarding budgets is that they should be agency controlled.

Of the **fifteen agencies** who responded to the question of dollar allocation, 9 **agencies** (3 urban, 4 rural and 2 native) state that such decisions are made jointly by the Executive or Regional Director and management staff.

Table 1



Summary of Agency Responses to Survey Questions 1, 5 and 7

| Child and Family Service Agency | Does your agency have a formal written policy on training? | How many training days are allowed each staff per year? | What is the training budget? | How are training dollars allocated for staff? | Who controls the training budget? | Recommendations | Additional Comments |
|---|---|---|---|---|---|---|---|
| URBAN (WINNIPEG) | | | | | | | |
| Central | Yes | -- 12 days for mandated workers<br>- other staff on ad hoc basis | $16,700 - all staff | - 4 units have $2,500 each to use at their discretion<br>- $2,000 foster parent training | Executive Director controls the balance | Commitment to training and expression of this through specific dollar designations should be considered at senior policy level | Organizational chart and standards are included in the attached addendum |
| Winnipeg West | No | As needed | $155 per staff | Staff development committee/ Executive Director | Staff development committee/Executive Director | - Funding allocation for board training<br>- Adequate funding resources | - This year $5,068 deficit |
| Northwest | | | | | | | |
| NEW FACESS | No | | $170 per staff | | | | |
| Eastern | Yes | Minimum of 3 days outside of agency | $175 per staff $9,000 in total | | Executive Director | | Proposal for staff development is included in the attached addendum |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | How many training days are allowed each staff per year? | What is the training budget? | How are training dollars allocated for staff? | Who controls the training budget? | Recommendations | Additional Comments |
|---|---|---|---|---|---|---|---|
| Winnipeg South | No | - 1 day per month for mandated workers<br>- as needed | $8,000 for 1986/87 | Program Coordinators/ Executive Director | Program Coordinators/ Executive Director | Agencies will have more responsibility in training Child Welfare workers therefore programs will need to be costed out carefully | |
| Jewish Child and Family Service | Yes | - 13 days per year<br>- as needed | $4,000 in total | Director of Professional Services/ Executive Director | Executive Director | Staff development Policy, job descriptions are included in the attached addendum | |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | No | | | | | | |
| RURAL | | | | | | | |
| Eastman | No | Up to 8 days per staff | $15 per staff (travel and meals out of general budget) | On recommendation of Supervisors | Regional Director | | |
| Interlake | No | 5 days per staff | $50 per staff if budget permits | Program Coordinators/ Regional Director | Regional Director | | |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | How many training days are allowed each staff per year? | What is the training budget? | How are training dollars allocated for staff? | Who controls the training budget? | Recommendations | Additional Comments |
|---|---|---|---|---|---|---|---|
| Norman | Yes | 3 days per staff after one year | $20,000 total | | | 'A training package' will only be effective and useful if extra staff is attached to provide therapy and treatment | |
| Parklands | No | Up to 8 days per staff | No specific training budget | Management team/Regional Director | Regional Director | - That agencies should be supportive and set aside funds for training purposes.<br>- Dollars should be allocated to regions and not to individual programs (e.g. Department of Education)<br>- Standards related to service delivery must be compiled with standards for staff training and development which the employer is prepared to back up with fiscal resources | Have adopted Department of Health Policy on staff training |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | How many training days are allowed each staff per year? | What is the training budget? | How are training dollars allocated for staff? | Who controls the training budget? | Recommendations | Additional Comments |
|---|---|---|---|---|---|---|---|
| Thompson | Yes | Up to 8 days per staff | No specific training budget | Program Coordinators/ Regional Director | Program Coordinators/ Regional Director | Any training activities need to be properly funded and funding needs to be protected<br>- Regional autonomy around both training activities and funding | |
| C.&F.S. of Western Manitoba | Yes | - 1 1/2 hrs. bi-weekly<br>- Up to 10 days per staff if budget permits | - $4,500 - total<br>- $800 library<br>- $60 per staff<br>- $400 management | Program Directors/ Executive Director | Program Directors/ Executive Director | | Staff development policy included in the attached addendum |
| Central | No | | From accumulated surplus | | | | |
| NATIVE | | | | | | | |
| Anishinaabe | No | - As needed<br>- New Career training days | Unspecified federal funding | Regional Management Committee | Regional Management Committee | Funding should be more predictable | |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | How many training days are allowed each staff per year? | What is the training budget? | How are training dollars allocated for staff? | Who controls the training budget? | Recommendations | Additional Comments |
|---|---|---|---|---|---|---|---|
| Awasis | | | | | | | |
| Dakota Ojibway | No | - 3.33 days per staff<br>- New Careers training days | $26,500 total cost shared between provincial/ federal governments | Executive Director/ Assistant Executive Directors | Executive Directors/ Assistant Executive Directors | Appropriate provincial spokespersons should negotiate the necessary and associated funding in order for agency to carry out responsibilities in accordance with standards | |
| Sagkeeng | No | Up to 8 days per staff | $1,000 - $1,200 for seven staff | Supervisor/ Regional Director | Supervisor/Regional Director | | |
| Southeast Resource Development Council | No | New Careers training days | $16,000 for 25 staff | - Management Staff/Executive Director<br>- Local and Regional Child Care Committees | - Management staff/ Executive Director<br>- Local and Regional Child Care Committees | | |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | How many training days are allowed each staff per year? | What is the training budget? | How are training dollars allocated for staff? | Who controls the training budget? | Recommendations | Additional Comments |
|---|---|---|---|---|---|---|---|
| West Region | No | - New Careers training days<br>- DOCFS training days | Unspecified federal funding | | | Provincial funding support required otherwise province must accept responsibility when things "blow up" | No funds for ongoing staff development |
| OTHER | | | | | | | |
| Manitoba Foster Parents' Association Inc. | No | Not established | - No specific training budget<br>- At discretion of association<br>- Tuition for 14 persons at Red River Community College Foster Parent Training paid by Treasury Board | | | | |
| Seven Oaks Center | No | 10 days per staff | $3,000 - total | Members of staff training and Development Committee | Director | | |
| Services to Other Regions | No | As needed | No specific training budget | Regional Director | Regional Director | | |

Training Initiatives: Past, Present, Future

Question 6(a): What was the training schedule and content in your agency for the past year? What is planned for the coming year?

The 12 agencies who responded to this question identified their training initiatives (see Appendix J).

The following agencies reported training in child abuse during the past year:

a) Urban (Winnipeg)

- Central: all staff, board members, foster parents
- Winnipeg West: board members, foster parents
- Northeast: all staff, board members
- Eastern: all new staff

b) Rural

- Western Manitoba: all staff

c) Native

- Anishinaabe:
  - all workers and various community representatives
  - training of therapists for adult female survivors of child abuse
- Five Native agencies with New Career trainees receive training in child abuse.

The following agencies reported a variety of training initiatives in child abuse for the coming year:

a) Urban (Winnipeg)

- Central
- Northeast

b) Rural

- Interlake
- Norman

c) Native

- Dakota Ojibway
- Anishinaabe
- Awasis

d) Other

Manitoba Foster Parents Association

Child Abuse Orientation

Question 6(b): Does your agency have a specific orientation program regarding child abuse for new board members, supervisors and workers?

**Eight of the 23 agencies** responded to this question as follows:

a) Urban (Winnipeg)

- Central: all new staff, foster parents, board members
- Winnipeg West: foster parents, board members
- Northeast: all staff, board members
- Eastern: all new staff
- South: all new workers

b) Rural

- Eastman: all new workers
- Norman: all new workers
- CAS Western: all staff, board members, foster parents

Inter-disciplinary, Inter-agency, Inter-regional Training

Questions 10-14: What training is available to your staff with (a) other disciplines, (b) other agencies, and (c) other regions. Who initiates and organizes such training? Have your staff been participants in regional inter-disciplinary training?

**Seventeen of the 23 agencies** responded to these questions. Generally speaking, rural and native agencies tend to take advantage of any inter-regional, inter-disciplinary and inter-agency training. Urban (Winnipeg) tend to have less opportunity for this kind of training.

Evaluation of Training

Questions 9 and 11(c): How is training evaluated?

**Sixteen of the 23 agencies** responded to this question. Training is evaluated informally by feedback from training participant. Training is evaluated more formally by (a) subjective ratings by supervisors and management staff, (b) questionnaires completed after a training session.

Importance of Training

Question 8 and 13: Generally speaking how do your staff rate the importance of staff training within your agency?

**Eighteen of the 23 agencies** responded to this question. Rating of the importance of training within the agency ranged from "fairly essential" to "absolutely essential". Fourteen agencies rated the importance of inter-disciplinary training from "fairly essential to "absolutely essential".

Identification of Training Needs and Needs Assessment

Question 2: How are training needs identified and priorized? How can a Formal Needs Assessment facilitate this process?

**Twenty one of the 23 agencies** responded to this question. A summary of the responses is shown in Table 2 (page 17-20). Training needs of personnel are informally identified in three main ways (a) jointly through case reviews and regular supervision, (b) by the management team, and (c) the stated need by the employee. Six agencies formally identify the individual employee's training needs during routine employee performance evaluations.

**Sixteen of the 23 agencies** responded to the training needs assessment question. **Fifteen of the 16 respondents** reported that a training needs assessment might be useful in identifying and priorizing training needs. One agency stated there was value in measuring training needs objectively. One agency did not support a training needs assessment since these had already been identified by management.

Table 2

Summary of Agency Responses to Survey Question 2

| Child and Family Service Agency | How are agency training needs identified and priorized? | Could a formal Needs Assessment assist in identifying and priorizing training needs? | Additional Comments |
|---|---|---|---|
| URBAN (WINNIPEG) | | | |
| Central | - Unit Coordinators/Management personnel<br>- Abuse Coordinator identifies abuse training needs | Yes | Formal needs assessment would facilitate identifying and priorizing needs on an objective basis |
| Winnipeg West | Identified by staff development committee with representatives from each service component | No | Do not support needs assessment because have been identified and management can provide elaboration |
| Northwest | | | |
| NEW FACESS | Staff identify training needs from information circulated about available workshops | Yes | Formal needs assessment could facilitate the setting up of workshops to deal with areas of particular interest or concern |
| Eastern | Identified by:<br>(1) worker developmental goals and objectives when consistent with job responsibilities<br>(2) assessment of agency needs based on high service demands and agency goals | Yes (verbal) | |
| Winnipeg South | Identified by Area Coordinator in discussion with their units<br>Management then determines training direction | Yes | |
| Jewish Child and Family Service | Agency's Director of Professional Services | Yes (verbal) | |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | Management Team | | List of training needs identified included in attached addendum |

Table 2 (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Could a formal Needs Assessment assist in identifying and priorizing training needs? | Additional Comments |
|---|---|---|---|
| RURAL | | | |
| Eastman | Case reviews, regular supervision and feedback from community | Yes | - A regional collaborative Planning Committee (inter-agency) is currently trying to work out protocols and will be in a position to identify region wide training needs and to share training resources<br>- The region supports needs assessment to identify training needs |
| Interlake | Through ongoing supervision and performance appraisal | Yes | The needs assessment would provide useful data |
| Norman | Training needs identified by reaction to referrals and case demands | Yes (verbal) | |
| Parklands | Not identified formally but are related to service delivery and performance management system | Yes (verbal) | |
| Thompson | Training needs for individual staff identified through use of Effective Performance System | Yes (verbal) | |
| C.&F.S. of Western Manitoba | - Workers/Supervisors review annually through evaluation process<br>- Individual requests<br>- Overall coordination of training needs by staff Development Officer and Executive Director | | |
| Central | | | |

Table 2 (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Could a formal Needs Assessment assist in identifying and priorizing training needs? | Additional Comments |
|---|---|---|---|
| NATIVE | | | |
| Anishinaabe | Identified by the community itself | | |
| Awasis | Child Abuse Specialist/Staff Development Coordinator | | A Provincial training center should be implemented so that all agencies will have access to it. |
| Dakota Ojibway | Through yearly performance appraisals and by the management team | Yes | A formal well structured needs assessment systematically administered would identify the worker's real training needs, not just those perceived by management |
| Sagkeeng | Case reviews, regular supervision and feedback from community | Yes | The region supports a needs assessment to identify training needs |
| Southeast Resource Development Council | Identified in evaluations | | |
| West Region | Management and staff discuss the issue | | |
| OTHER | | | |
| Manitoba Foster Parents' Association Inc. | There is no official protocol within agencies which allows foster parents to participate in identifying needs | | |
| Seven Oaks Center | Identified and priorized by the Staff Training and Development Committee | Yes | |

Table 2 (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Could a formal Needs Assessment assist in identifying and priorizing training needs? | Additional Comments |
|---|---|---|---|
| Services to Other Regions | | Yes | Needs assessment would assist in identifying appropriate training needs |

Organization, Content and Delivery of Training

Question 14: How can a provincial training program in Child Abuse and high risk cases be (a) developed, (b) organized, and (c) delivered, for example, Provincial Training Advisory Committee - Specific ideas:

**Twenty one of the 23 agencies** responded to this question. The results are summarized in Table 3 (page 25-28). The responses to this question were in the main directed to training needs, organization and delivery generally rather than training in child abuse specifically.

1. Organization and Delivery of Training

Three agencies did not elaborate on these issues specifically. **One agency** stated that the agency was unclear about the role of the Child and Family Support Branch. A list of agencies' specific preferences are shown in Appendix I.

(1) Centralized Model

**Six agencies** (2 urban (Winnipeg)), 2 Native, and 2 Other) supported the centralization model of training at the Child and Family Support Branch. **Two agencies** (2 urban (Winnipeg)) indicated a preference for the Directorate to have total responsibility for all training. **Four of these six agencies** indicated a preference for centralized training provided by the Child and Family Support Branch in consultation with an Advisory Committee representing agencies, other departments and other appropriate organizations to ensure user input.

(2) Centralized/Decentralized Model

**Six agencies** (2 urban (Winnipeg), 2 rural, 2 Native) indicated a preference for a combined centralized/decentralized organizational and delivery model. A variety of organizational combinations were suggested:

(1) Child and Family Support Branch: Develop and deliver training in Child Abuse alone as well as the previous one week general orientation.

Agency: Selects, organizes, designs and delivers all other training requirements.

(2) Child and Family Support Branch: Design various agreed on training packages with agency collaboration.

Agency: Uses or redesigns training packages to suit own needs. Delivers own training packages. Looks after all other training requirements.

(3) Child and Family Support Branch: Selects designs and delivers training packages.

Agency: Sends staff for training when appropriate. Looks after all other training requirements. This may involve choosing to work with other agencies and/or services in community to develop and deliver training.

(3) Decentralized Model

**Seven agencies** (2 urban (Winnipeg), 4 rural, 1 native) indicated a preference for a decentralized training program model. That is, all training initiatives would be selected, designed and delivered by the agency or group of agencies.

The agencies suggested a variety of ways in which the Child and Family Support Branch might assist agencies in these training initiatives at their request:

(1) to provide provincial training standards
(2) to assist when requested in specific tasks, for example, training evaluation mechanisms
(3) as part of an agency controlled training committee
(4) to provide training resources and training personnel when local resources are unavailable
(5) to provide resource inventories, communication and coordination of all training in the province.

In summary, the agencies supporting any one of the three models above is almost evenly split into thirds - that is, one third of all agencies supports one of the three models: (a) **Six agencies**: two urban (Winnipeg) agencies including Services to Other Regions, two native agencies and 2 in "Other" category support a centralized model, (b) **Six agencies**: two urban (Winnipeg) agencies including Ma Mawi-Wi-Chi-Itata

Centre, two rural agencies and two native agencies support the Centralized/decentralized model and (c) **Seven agencies**: two urban (Winnipeg), four rural and one native agency prefer a decentralized model (see Appendix I).

Most native agencies would prefer to have control over training to ensure that training remains culturally sensitive.

2. Content of Training Program

**Twenty of the 23 agencies** responded to this question.

In general, agencies recommended that the content of training be comprehensive and developmental. They suggest a variety of skill training modules are needed that would meet the needs of the new worker as well as the needs of the more experienced worker. Most agencies do not support training in child abuse in isolation from any other kind of basic training.

Table 3

Summary of Agency Responses to Survey Questions 14 and 15

| Child and Family Service Agency | Organization and Delivery of Training | Content of Training |
|---|---|---|
| URBAN (WINNIPEG) | | |
| Central | - Centralized with the Directorate supplemented by a Training Advisory Committee or some other similar vehicle to provide user input<br>- Should include people and organizations presently involved in training, e.g. School of Social Work | - Should meet needs of target or client groups as well as needs of the service providers<br>- Should be developmental and should go beyond the specifics of physical and sexual abuse |
| Winnipeg West | - Directorate defines basic skills required for field staff and supervisory staff. Also assist in developing an evaluation system of agency training<br>- Direct funding to agency for training and the hiring of Senior Consultant Coordinator to train staff as therapists within agency | Should be developmental and should include core skills and information as well as enrichment education |
| Northwest | | |
| NEW FACESS | Organization, development and delivery of training should be the responsibility of the Directorate | Whatever the training might be it should begin as soon as possible |
| Eastern | Support the development of centrally organized training that covers standardized and essential elements in child abuse intervention | - Would like to see the orientation to Child Welfare courses be reinstituted<br>- Specific to child abuse |
| Winnipeg South | - Beneficial to have training done in agency at local level but needs to be funded appropriately<br>- If training centralized in Directorate it should be a shared activity through a Provincial Working Committee | - Core curriculum and a Continuing Education component |

Table 3 (Cont'd.)

| Child and Family Service Agency | Organization and Delivery of Training | Content of Training |
|---|---|---|
| Jewish Child and Family Service | - All Social Work graduates should be registered after passing an examination set by their professional organization, e.g. MIRSW | - Could offer training in Multicultural Issues in Child Welfare<br>- Core curriculum/continuing education |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | - Would prefer to develop and deliver own training with assistance/guidance from Directorate<br>- Would like to see provincial training modules developed and agency would send staff to or adapt modules to fit in with own philosophical base | - Should be interdisciplinary training in Child Abuse<br>- If training is centralized then it must be sensitive to Native culture<br>- Would attend centralized training modules on Child Development and Investigations of Child Abuse |
| RURAL | | |
| Eastman | - Possibly the region's Collaborative Planning Committee (inter-agency)<br>- Possibly centralized | - Specific to training in Community Development<br>- Developmental with a variety of different modules not just Child Abuse<br>- Needs to reflect needs of rural agencies |
| Interlake | - Inter-regional training committee with Norman, Parklands and Thompson regions. Directorate involved as resource provider when local resources unavailable | - Avoid "canned" programs - respond to identified regional needs<br>- Presently designing a Core Curriculum that is holistic and developmental in approach |
| Norman | - see Thompson, Parklands and Interlake comments<br>- as above<br>- Need to have replacement staff | - Any training package needs to recognize regional disparities - one training package will not be effective<br>- Core curriculum for new staff in all areas of Child Protection. Refresher courses for senior and long-term employees. |

Table 3 (Cont'd.)

| Child and Family Service Agency | Organization and Delivery of Training | Content of Training |
|---|---|---|
| Parklands | - See Interlake and Norman comments<br>- A team consisting of Directorate representation, agency representation and key external organizations<br>- Likely not possible to be organized as one provincial program but rather in natural grouping, e.g. rural agencies<br>- Should be delivered locally<br>- Interdisciplinary training should occur within the region | - Should have a range of modules from basic skills to more sophisticated levels<br>- New skill development a training priority<br>- Should meet the long and short term goals of the agency |
| Thompson | - see Interlake Norman and Parklands comments<br>- Interdisciplinary training should be integrated and coordinated with other disciplines especially first responders<br>- Regional autonomy in the development of training including control of funding<br>- Resource inventories, communication and coordination of training in the province should be centralized | - That any training regarding child abuse needs to fit within the context of a continuum of training that covers the spectrum of Child and Family Services<br>- There is an essential core of knowledge and skills that cross program lines and there is a need to have a broad base of skills to understand and deal with Child Abuse |
| C.&F.S. of Western Manitoba | - Minutes not clear as to whether agency wants to control own training in child abuse, centralized at Directorate level or a combination of the two | Should be available to senior practitioners and line staff |
| Central | Directorate should provide some training. Agency also responsible to provide some training. | - Should reflect differing needs of rural vs. urban needs.<br>- Core Curriculum/Continuing Education<br>- Needs to be a nurturing process |
| NATIVE | | |
| Anishinaabe | - Should be organized in such a way that any community member can participate | - Need to cover family treatment as well as child abuse<br>- Training geared to specific needs of community and can be attended by any community member<br>- Should reflect agency philosophy and goals |
| Awasis | - A provincial training centre should be set up so that all agencies will have access to it.<br>- Also local training. | |

Table 3 (Cont'd.)

| Child and Family Service Agency | Organization and Delivery of Training | Content of Training |
|---|---|---|
| Dakota Ojibway | - Interdisciplinary group should develop training packages, distributed to agencies for criticism and feedback<br>- Training group should be centralized to ensure consistency in format and content<br>- Should be a sub-committee to represent Native agencies if training is centralized | - Training should reflect needs of Native agency<br>- Training should reflect the differential use of therapeutic models by Native agencies |
| Sagkeeng | - A participant in Collaborative Planning Committee (see Eastman Region above) | - Should be developmental not Child Abuse alone<br>- Should include training in Community Development |
| Southeast Resource Development Council | - Provided by Directorate in consultation with all Child and Family Service agencies as soon as possible | |
| West Region | Directorate role not clear - not sure what to recommend but feel an urgent need for staffing, training and resources | - Training must be sensitive to differential needs of rural vs. urban needs<br>- Culture teaching should be shared by different communities |
| OTHER | | |
| Manitoba Foster Parents' Association Inc. | Wish to be represented on any Provincial Advisory Committee on training which is organized | Suggestions for needed training of workers included in minutes, e.g. Separation and loss |
| Seven Oaks Center | | Need training on how to approach and deal with abuse victims/offenders |
| Services to Other Regions | Centralized | |

## DISCUSSION

The purpose of staff development and training is to support and enable Child and Family Services personnel in the province to perform their duties and functions in serving children and families receiving services as defined by The Child and Family Services Act.

Staff development and training efforts relate to every agency's mandate by performing at least one of three functions: (a) orienting new personnel to agency policy and procedures, (b) updating tenured personnel to changes in organizational structure and service demands and (c) upgrading personnel to ensure that they incorporate skills as required. Staff development and training is therefore, provided by the employer to support personnel in developing and maintaining appropriate skill levels identified by systematic performance appraisal.

The survey results in general confirm that Child and Family Services system personnel believe that professional development and training is important. There is agreement amongst agencies that a child abuse training component should be incorporated into a comprehensive, developmental training program addressing a broad range of skill development. Further, **15 out of 16 agencies** responded positively to the survey question on whether a Training Needs Assessment should be undertaken to identify specific skills which should be included in a training program. This response is consistent with the recommendation made by the Child Abuse Review Team Report regarding a training needs assessment (Sigurdson and Reid, 1987).

The survey identifies significant variations between agencies in how each organizes and delivers training to its staff. Wide variation also exists amongst agencies as to how training should be organized and delivered when the Child and Family Support Support Branch is involved. Here, **six agencies** indicated a preference for a centralized provincial training model organized by the Child and Family Support Branch. **Six other agencies** indicated a preference for a combined centralized/decentralized organizational and delivery model. **Another seven agencies** preferred a decentralized model of training autonomously delivered by the agency itself.

It is self-evident that consensus around organizational issues related to training both amongst the agencies themselves and between the agencies and the Child and Family Support Branch is a necessary prerequisite to developing a systematic response to meeting training needs generally and training in child abuse specifically. Additionally, the agencies vary significantly in their training budgets, training days per employee and plans for training initiatives. Variations in training policy, organization, content and delivery impede a coordinated provincial training effort. These factors also account for the existing ad hoc status of training in the specific area of child abuse. As well, the uncoordinated training model in Manitoba makes it more difficult for agencies to develop or have access to resources such as teaching aids, relevant literature and audio-visual materials. These resources are continually required to orientate, upgrade and update agency personnel.

Appendix H presents organizational models utilized in the training of Child and Family Service employees in other Canadian provinces. Mandatory training is provided to the new employee in British Columbia, Alberta and Saskatchewan. The North West Territories and Prince Edward Island offer new employees a training program followed by a final examination. The training program and final examination must be successfully completed before a new employee is granted mandated authority. Other provinces have a more sporadic and unstructured approach to training, namely: Newfoundland, New Brunswick and Nova Scotia.

In other Manitoba provincial departments such as Manitoba Health and the Corrections Branch of Community Services offer formal training programs (see Appendix G). For example, the Adult Mental Health Directorate offers a basic curriculum for new employees and a continuing education curriculum for updating employees in areas of topical concern.

In summary, the survey identifies the need for a systematic and comprehensive training program for Child and Family Services personnel. The existing training structure and delivery system is unclear as to the relationship between the agencies and the Child and Family Support Branch. The lack of clarity promotes fragmentation, inconsistency and inequity in accessing training opportunities. Training mandates, standards, policies and administrative structures need to be established in order to provide Child and Family Service personnel in the province with training and staff development opportunities.

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Appendix A

A Discussion Paper on Staff
Development and Training Perspectives
(November, 1984)

CHILD AND FAMILY SERVICES
DISCUSSION PAPER SERIES

## PAPER 10 - STAFF DEVELOPMENT AND TRAINING PERSPECTIVES

### Preface - To All Readers

This series of papers has been produced by a unique process of collaboration and involvement of people from the Child and Family Services System. Some are employed by community agencies; some work for government departments. All share a commitment to strengthen this service system in its support of children and families. In total, over 200 different individuals are involved in this enterprise.

Because of this breadth of involvement, the papers represent a wide range of views and experience. For this reason they are not policy, either of the public or private Child and Family Service community. Furthermore, they are drafts, not final papers. The astute reader will detect incompleteness, some unclarity, some inconsistency between papers, and sometimes between the principles of regionalization and some aspects of the papers. Nevertheless, tne papers represent a step along the road to an effective, community based, preventive Child and Family Service System.

The committees now need critical, cogent feedback, based on the stated principles of regionalization as set forth in pages 1-4 of the Service Configuration paper, and repeated in all other papers. A form for feedback is attached for those who wish to use it; otherwise written notes, or notes on an actual copy of the paper are requested. Because of the scope of this exercise, verbal feedback is too difficult to process, and is not requested.

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The committees are well aware that by putting forward somewhat incomplete papers, they may be criticized. However, they are also aware of the need for both participation and collaboration between and among government departments, private agencies and community based groups. Knowing that consultation means sharing ideas and concerns prior to the mandating of policy, they deliberately seek this less tidy but much more participative route of early consultation. All committees wish to thank the readers for their feedback and participation in this process.

The Implementation Working Group,
Winnipeg Regional Child and Family Services Agencies
August, 1984

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NOVEMBER, 1984

# A DISCUSSION PAPER ON

# STAFF DEVELOPMENT AND TRAINING PERSPECTIVES

PREPARED BY THE STAFF AND BOARD

TRAINING AND DEVELOPMENT GROUP

AS A SERVICE DESCRIPTION PAPER

RELATED TO REGIONALIZATION OF

CHILD AND FAMILY SERVICES IN WINNIPEG


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# STAFF DEVELOPMENT AND TRAINING PERSPECTIVES

Background:

The Critial Path Training Committee for Regionalization was set up to prepare a statement of recommendations regarding development and training for the staff involved in this new initiative. The Provincial Training Co-ordinator formed a working committee with representation from the C.A.S. of Winnipeg, Winnipeg Region, C.A.S. of Eastern Manitoba, the Child Care (Residential) Community, a Native child welfare spokesperson and other interested professionals. Resource people were invited to make presentations. As well as making recommendations pertaining to staff effected by regionalization, it was felt this was a timely opportunity to do some thinking and reflecting about the history of staff training in the Child and Family Services system in the province and how it could be improved to provide the kind of constructive and growth opportunities for all levels of staff.

The Committee has met regularly since formation in late March, 1984. Early tasks evolved around developing some sort of framework for facilitating a staff training program for regionalization, and offering Project Manage on-going consultation as it carried out the initial tasks of orienting and training the new regional boards. Some attempts have been made to respond to queries from other critical path committees and to attempt to monitor the progress of the other committees whose outcomes have considerable impact on future training needs.

Several difficulties became immediately apparent to the training committee. A good training program is on-going - relating to job descriptions firmly set in place, relating also to policy and planning priorities of the

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various agency heads. These matters have not been firmly decided at the present time. Although some very good work has been undertaken relating to service configuration plans, there is much to be said yet that defines actual staff deployment and organizational deployment.

With this in mind, then, it is important to keep the following recommendations in proper perspective. These proposals are based on some information which is available, but in part it is also based on our assumptions about what the complete picture will eventually dictate. These assumptions are naturally not foolproof; however, we hope may come close to what eventually may happen in an organization - job description - service sense.

The other piece is that we have found it impractical to simply pick out a package of workshops to relate to regionalization and leave them hanging in the air with no on-going integration to a step-by-step training structure. What we have attempted to do is to highlight immediate transitory needs; however, they are linked to other topics which could be implemented sequentially down the road over a period of several years.

History:

Training ventures in the regional offices, the Children's Aid Societies, the Native Child Caring agencies, and the Child Care institutions have had a tradition of being very "ad hoc". Some organizations have actually assigned training duties to members of staff; others have no "in-house" training policies - sending staff out to occasional external workshops. The new Native child caring agencies have been involved in massive amounts of training (New Careers, U. of M.) to help put staff into place. And although this has undoubtedly been undertaken with considerable attention to immediate purpose,

training goals etc., any long-term training program relating to the changing needs of permanent staff and their organizations has not been put into place to our knowledge.

The Child and Family Support Branch has one provincial training co-ordinator to cover 8 regional offices, 4 Children's Aid Societies, 5 child care institutions, 5 Native child caring agencies, Jewish Child and Family Services, and numerous group home operations. The staff complement for the above groups is in the vicinity of 1,000 people. The co-ordinator's role has had to be highly selective and priorized due to the very large scope of organizations served. Regular orientations to new staff entering the system are given, several "major need" workshops are organized each year and some in-house work with provincial offices have been deemed most needy. Although these ventures have usually been well received (for example, the recent Manitoba Child and Family Services Conference), the combination of limited resources and the large and diverse Child and Family Services population has mitigated against the development of on-going structure in an "ad-hoc" system. Not that the Child and Family Services system is unique in terms of a fragmented approach to training. Any overview of other government departments reveals a very uneven profile of training resources. There are some unexplained concentrations of resources while other departments have minimal, if any, service.

A point to keep in mind when considering the province's role is that the provincial co-ordinator has consistently emphasized the "majority interest" training workshops which augment local training initiatives. The co-ordinator has not been involved in "in-house" training ventures except by the expressed request of a particular office. The recommendations of this

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committee are made with that provincial tradition in mind: the province sponsors broad interest workshops, the agencies usually handle their own in-house training. The recommendations of this paper are not rigid statements of intent - like the other service description packages, the content of this paper is designed to suggest pathways, options, alternatives and directions for staff development and training.

Theory:

A traditional organizational viewpoint is that staff trainers and developers assist organizations to help staff acquire the necessary skills or competencies to carry out their jobs in an efficient manner. A key to this goal is having a broad, intensive human service strategy which gives life to paper job descriptions and expectations through an on-going performance appraisal system. Linked to this system must be some kind of information system which is capable of relating skills and competencies to outcomes. And as well as devising structures to monitor and assure staff level skill growth and production, the overall functioning - synergistic or otherwise - of individual organizations must also have built-in opportunities for assessment and constructive evaluation since they provide the very vital working environments for Child and Family Services staff. The state of the working environment is now widely recognized to be a key factor of importance for managers, staff trainers and developers and will undoubtedly be receiving greater attention in future provincial training initiatives.

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Value Base:

There are two areas to be considered here: one is the values related to staff training itself, the other is the value statements already available through various studies undertaken by the Child and Family Services Planning and Development group.

Some of the more prominent values related to a staff training/development program are:

a) Universality - Available to all levels of staff regardless of seniority, rank, or geographical location,

b) Recognition of the dynamics and energizing value of human capital within organizations - social service organizations have traditionally focussed all their energies in providing "service", rather than developing the "service providers".

c) Training should provide opportunities for:
   - competency and skill development
   - personal growth development
   - career planning development
   - organizational development

d) Training should reflect an andragogy (adult learning) rather than a pedagogical (child learning) perspective.

e) Evaluation - implementation of any training program should be in a context of a well developed, structured human resource management system. This provides the infra-structure for assessment, monitoring and evaluation.

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Value Base (Community-Based Philosophy):

The main goals or philosophies of the new community-based approach may be summarized as follows (taken from Planning and Development Committee and the Child and Family Services Discussion Paper Series):

a) Normalization (primacy of family and community)

b) Prevention

c) Community-based location, community ownership of services

d) Front-end loaded funding to emphasize family rather than institutional services

e) Comprehensive accessible Child and Family Services designed to enhance the abilities of families and the community to nourish and acculturate children

f) Consumer participation in control/evaluation of services

g) Systems interlock

h) Culturally appropriate services.

The critical path training committee initially prepared a policy strategy which included the following aim:

"To facilitate the development of on-going training and development opportunities to assist in the implementation of Regionalization for Child and Family Support agencies. This will be promoted in the most efficient and effective manner so as to provide staff (at all levels) and Board members with the awareness, skills, and knowledge necessary to accomplish their tasks, both collectively and individually.

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Immediate Task:

To recommend three stages or groupings of training:

a) Transitional Development Stage (emphasis on re-orientation of all staff to the community-based approach)

b) Specialist Training and Consultation

c) Generic/Base Skill

The charts on the following pages represent a way of bringing together the very broad range of training interests and needs the committee knew existed in the system. It is obvious, that on a priority basis, the training committee would channel its energies to promote the "transitional" areas. This may be done provincially by developing a "major interest" workshop on community-based services across the Child and Family Services system. On the other hand, the transitional topics, for reasons of process and agency development may best be delivered at the local level. The province could respond to a request from the new agencies for help with more focussed local-level sessions should this be deemed timely and desirable. Naturally, input from the Executive Director level is key in developing such plans.

In the following chart, the Transitional Phase is the current, priority list. The Specialist and Generic-Base titles tend to be more long-term and developmental. The categories Specialist/Generic-Base are somewhat over-lapping since some of the generic-base topics could be considered specialist in a sense.

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| PHASE | SKILLS | ATTITUDES | TRAINING VEHICLE(s) | SUGGESTED DATE(S) |
|---|---|---|---|---|
| TRANSITIONAL | Board-Operations | The community-oriented board is an integral part of the Child and Family Support system. | Project Manage (large and small group sessions). | April, 1984 On-going. |
| Transitional | Stress, Change and Burnout Management. | Knowledge of factors of stress, change, and personal loss can assist in a constructive adaptation to new service structures. | In-house Seminars developed by CAS of Winnipeg staff. (Large and small group sessions). | April, 1984-March, 1985. |
| Transitional | Community-Based approach for delivery of Child & Family Support Services, Social & Community networking (overview understanding). | Child & Family Support Agencies can best serve its clientelle by being physically located close to the citizenry served and relating closely to that community. | U. of M. Continuing Ed. "Preparing for a changing Focus in C.W.". Large conference including opp's for small group discussion. | September 20-22, 1984 |
| | | | Pre-Conference Session (Training Committee) | Early September, 1984. |
| Transitional | Team Building | When people work together as a team, believe in the goals and philosophy of the organization, creativity and production are optimized (Synergy) | In-House Sessions. Larger groups to augment in-house sessions as appropriate. | January-April, 1985 |

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| PHASE | SKILLS | ATTITUDES | TRAINING VEHICLE(s) | SUGGESTED DATE(S) |
|---|---|---|---|---|
| Transitional | Understanding Resource Centres and "Resourcing" | Community-Based Philosophy | In-House Information Giving Workshop and Application Excerises | Winter, 1985 |
| Transitional | The "How To" of Developing Community-Based Family Support Systems and Groups | Community-Based Philosophy | In-House Information Giving Workshop and Application Exercises | Winter-Spring, 1985 |
| Transitional | Community Based Skills for Clerical Workers | Community-Based Teamwork Philosophy | Large Session followed by In-House Training | Spring, 1985 |
| Transitional | Management at the Executive Director level | A human resource Management system instituted at the beginning of the new community agencies is integral and vital to their success. | Inter-Agency Small group sessions (Dellcrest Consulting services and other proposals under consideration) | To be announced |
| Transitional | Supervision | An effective supervisor is a team leader who sees his role as team building, teaching, facilitating staff and assisting in case management and accountability. He/she operates with a definite performance appraisal strategy. | Inter-Agency small group sessions. Planning to be joint between Executive Director and Provincial or other training resources. | To be developed as required |

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| PHASE | SKILLS | ATTITUDES | TRAINING VEHICLE(s) | SUGGESTED DATE(S) |
|---|---|---|---|---|
| SPECIALIST | Family Therapy | Families are an inherent source of strength and are vital to our society. Families are the basic unit for nurturing and acculturating children. | On site consultation and group sessions. Large Info-giving workshops, follow up agency resource groups. | To be developed as required |
| | (Homebuilder type Interventions) | Families should be interviewed together. | | Suggest Specialist(s) need to be hired. |
| Specialist | Community Work (i.e., community/locality development, community organization social action) | People have a right to play a role in developing the quality of their lives and exert power in the decisions (social, political) which effect their everyday living. | On Site consultation and group sessions as required. | To be developed (suggest specialist(s) need to be hired). |
| Specialist | Permanency Planning for Children | Every child should have the opportunity of being a full-fledged family member. | Provincially co-ordinated as appropriate. | To be developed as required |
| Specialist | Research and Computer work (outcome, applied, and consumer-oriented). | Service methods need to be validated. | Consultation as appropriate to local agencies. | To be developed as required |
| Specialist | Information System Management. | As above. | Consultation on workshops as appropriate. | To be developed as required |

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| PHASE | SKILLS | ATTITUDES | TRAINING VEHICLE(s) | SUGGESTED DATE(S) |
|---|---|---|---|---|
| Specialist | Child Abuse Intervention | Specialized skills are required to identify, assess and intervene in emergency and on-going child abuse cases. | Specialized workshops as recommended by the Province. | To be developed as required |
| GENERIC-BASE | Communications and Interpersonal Relationships | Openness of verbal expression and ability to form differential relationships are vital to functioning with children, families and communities. | In-house sessions under direction of the Executive Director/Supervisor wih outside training assistance as deemed appropriate. | To be developed as required |
| Generic-Base | Statutory Knowledge - Child & Family Services Act (The Child Welfare Act), and associated legislative pieces. | Knowledge of our statutory Mandate and provisions is important to the assistance of child, family and community. | Larger regional presentations co-ordinated by Provincial Training Consultant. | To be developed as required |
| Generic | Crisis Intervention. | People in immediate need have the right to skilled assistance without bureaucratic delay. | As above with in-house follow up. | To be developed as required |

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| PHASE | SKILLS | ATTITUDES | TRAINING VEHICLE(s) | SUGGESTED DATE(S) |
|---|---|---|---|---|
| Generic | Foster Parent Training. | Foster Parents require professional parent-type training to effectively carry out their tasks. | Provincially coordinated workshops and Red River College credit courses. | April, 1985 or Fall, 1985 |
| Generic | Child Care Training. | Child Care Workers support the role of the original family & community in planning for children in their care. | Provincially coordinated Workshops & Red River College credit courses. | On-going. |
| Generic | Group Work:<br>a) Preventive Educational<br>b) Indigenous client<br>c) Therapy<br>d) Recreational. | The group can be mobilized to give strength to the individuals involved. | Provincially coordinated workshops plus in-house follow-up. | To be developed as required |
| Generic | Family Life Education. | Knowledge of healthy family life functioning helps prevent family breakdown. | Provincially coordinated workshops and local consultations. | To be developed as required |
| Generic | Working with adolescents. | Working with adolescents is a major task in Child & Family Support agencies & Child Care work requiring special understanding of this age group. | Provincially coordinated workshops or in-house as appropriate | To be developed as required |

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| PHASE | SKILLS | ATTITUDES | TRAINING VEHICLE(s) | SUGGESTED DATE(S) |
|---|---|---|---|---|
| Generic | Child & Family Protection skills & court skills. | Neglected children must be protected from further neglect if family resources cannot be mobilized. | Provincially organized workshops. | To be developed as required |
| Generic | Volunteer training. | Community volunteers are an integral part of some social and family networks. | Undetermined | To be developed as required |
| Generic | Drug Abuse Interventions. | Drug Abuse is a major problem facing many of our families which may be helped by skilled community and counselling interventions. | Provincial and in-house as appropriate. | To be developed as required |
| Generic | Child Development. | Theories regarding child growth and development are important in understanding children with whom we work. | Undetermined | To be developed as required |
| Generic | Parenting (S.T.E.P. and other programs). | Parenting in the 80's requires up-to-date knowledge. | Use local Parent Education Groups. | To be developed as required |
| Generic | Stress- Management and Burnout Prevention. | Care-givers in Child Welfare need to have a survival strategy. Self care is mandatory. | Provincial and in-house as appropriate. | To be developed as required |
| Generic | Native Cultural Awareness. | Native Indian groups in Manitoba have a unique and valuable cultural heritage. | Provincial and in-house as appropriate | To be developed as required |

| PHASE | SKILLS | ATTITUDES | TRAINING VEHICLE(s) | SUGGESTED DATE(S) |
|---|---|---|---|---|
| Generic | Cross-Cultural Awareness | Other major ethnic groups in Manitoba have a unique and valuable cultural heritage. | Provincial and in-house as appropriate. To be linked as a series. | To be developed as required |

A) Provincial Training Resources:

The primary provincial training resource is the provincial Staff Training and Development Co-ordinator who operates out of the Child and Family Support Branch. As mentioned earlier, the co-ordinator deals with major interest priority issues and provincial orientations which are offered to the 20-25 Child and Family Service organizations in the system. Only a few of these offices have any on-going staff training which could be equated with a planned program. External-oriented training opportunities (Continuing Ed., U. of M., New Careers) tend to be presented from a Winnipeg base which creates problems for the more remote regions in the province. It is obvious there is a need for a more equitable program to be put in place. As well as offering more of a universal program for all levels of staff, there could be opportunities designed for social workers to acquire the teaching skills associated with staff training and development.

The new regionalization emphasis (with resultant immediate training needs), provides an opportunity to structure an on-going provincial training program in the province and to end the current "ad-hoc" training tradition here. One way of achieving this end would be to expand the manpower associated with the provincial co-ordinator's program to assure the continuity and uniformity of the training and teaching in all Child and Family Service areas of the province. While some staff could be recruited for this purpose on a contract basis, other training consultants could be engaged through payment of a consulting fee for shorter periods. In any case, the present deployment of one professional person would need considerable additional resources to spearhead such a broad scope of training initiatives. A possible deployment:

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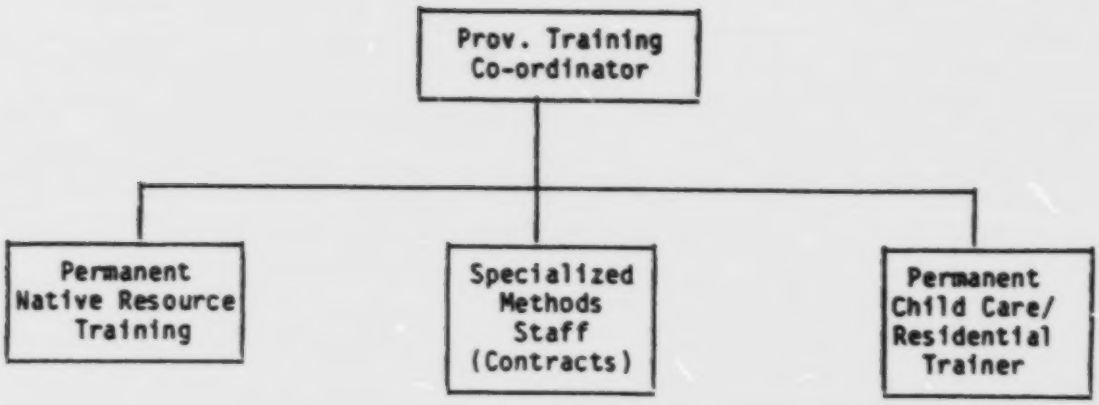
Prov. Training Co-ordinator
Permanent Native Resource Training
Specialized Methods Staff (Contracts)
Permanent Child Care/ Residential Trainer

B) Local Agency

Staff Training and Development Co-ordinators:

It would be advisable to link up the above structure with a part-time training position for each regional agency. This would also assure the development of an on-going in-house program which would address the unique needs of each particular office. A possible job description for this position would include:

a) monitoring and assessing agency training and development needs, and designing and implementing programs on an in-house basis to meet these needs;

b) monitoring and assessing agency training and development needs with a view to linking up with outside educational resources (the Provincial

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Co-ordinator, Continuing Education, New Careers, etc.) to promote and develop appropriate training programs across the system;

c) co-ordinating the use and availability of appropriate training aids for staff such as audio-visual, appropriate articles from the literature and other technical and material resources related to training;

d) assisting management in planning and co-ordinating staff meetings and social functions;

e) promoting and developing good communication links with other agencies and organizations within the Child and Family Services system and closely associated with it; and

f) other developmental tasks as assigned.

C) Linkage of the Part-Time Trainer with Provincial Co-ordinator:

As mentioned earlier, the Provincial Training Co-ordinator has developed provincial advisory committees to assist in assessing and implementing the training program. A similar Winnipeg-based linkage could be developed, with the proposed part-time trainers collaborating regularly with the Provincial Co-ordinator through regular group meetings, consultation and resource sharing (see following Chart for illustration).

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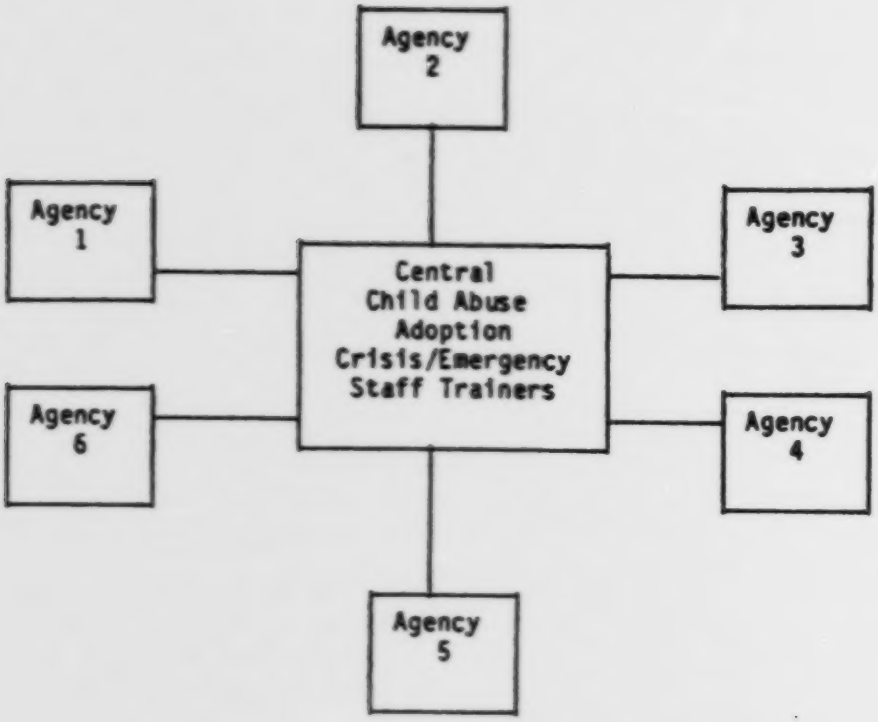


D) Qualifications for Training Co-ordinators:

The provincial criteria for such positions has always included such features as "knowledge of adult education theory and general teaching skills, knowledge of the Child and Family Services system, ability to monitor training needs and to design and evaluate training packages for different staff levels". Post graduate training in education or the social services is seen as desirable. This should be kept in mind during attempts to enlarge the present training system. Qualities important for the position of training co-ordinator include a comprehensive child welfare work and educational background. The individual should be able to lead staff at the most advanced as

well as beginning levels. The job classification is presently termed Educational Consultant which falls between a Health and Social Service Specialist IV and V.

With the dearth of training staff in the present system the danger is that training co-ordinators themselves will not receive sufficient opportunities to up-grade their own teaching and development skills. These opportunities would more likely evolve if the suggested network of agency trainers could be linked to the Provincial Training Co-ordinator's office where educational standards could be monitored and opportunities to up-grade training skills could be constantly promoted.

E. A Training Days Per Year Policy:

Some agencies have a policy which allows staff members a designated number of educational/training days per year. This provision has naturally been very vulnerable to the impact of budget cuts, however, if implemented, this policy could go a long way in assuring ongoing and equitable staff training opportunities.

One suggestion is that each staff member (professional and clerical) be allowed 10 days per year. A possible breakdown is:

| | | |
|---|---|---|
| a) | September 1 - December 31 | = 3 1/2 days |
| b) | January 1 - March 31 | = 3 1/2 days |
| c) | April 1 - June 30 | = 3 days |
| | Total per year | = 10 days |

With appropriate administrative permission, staff could be allowed to take the days all in one quarter of the year if that is the time the most suitable training opportunity presents itself. Training opportunities beyond this baseline should be negotiated with administrative staff. Cost sharing should be encouraged between the department and the staff person in times of severe budgetary restraint or if the educational session sought is particularly expensive. It should also be noted that some staff, through the nature of their jobs, are called upon to organize or speak at certain workshops. These sessions should not be considered as part of the "training days per year" allotment. Rather, the 10 days per year should be expected to be of exclusive interest to the professional development of the staff person. From time to time, management, either through a specific program decision, or through a performance appraisal evaluation may request staff to participate in a specific form of staff training. It is felt that the staff training co-ordinator in each office, with appropriate administrative back-up, could co-ordinate these requests. It should be noted here that this suggested framework should not preclude staff from negotiating for training opportunities which would not fall under this criteria, (i.e. prolonged training such as educational leave). For educational leave under provincial sponsorship, there is already a set criteria in place. It is also heartily recommended here that a commitment be undertaken by staff who attend workshops to report back to their offices regarding the content and relevance of their training so that other staff members may be kept up-dated and informed.

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F) Towards a Relationship Between Staff Training Opportunities and Job:

Classification/Performance Evaluation: Since we have attracted a wide variety of educational and life experience backgrounds to Child and Family Services, it is important that we develop a series of training modules which reflects the continuum of classifications and expected job performance levels. At present, there are clusters of courses more particular for the beginning worker or the advanced worker. (The complaint from the field is that the opportunities are too often at the beginning level.) A series of courses for Child Care staff has been developed through Red River College and a committee is currently attempting to develop similiar opportunities for foster parents. Obviously the development of the modules will take some time; however, to some degree these different levels of training are already in the system in an ad hoc basis.

The phase of staffing which readily lends itself to such structure is the beginning worker who undergoes a six month probationary period prior to being confirmed as a permanent staff member. Historically, there has been a general, although not formalized expectation that new line social workers will attend one provincial orientation week session. With a more formally structured provincial training program the probationary period could include a broader orientation experience for both professional and clerical staff, with feed-back evaluations being shared between the training personnel and the field offices.

Another very logical relationship would be for management staff to assign workers to training courses available which reflect the particular career/job development needs highlighted by a performance evaluation. This

would call for close co-operation between the staff person, the supervisor and the trainer.

A possible cluster of courses related to job category could run along the following lines:

a) Introduction to the Child and Family Services System and for all new beginning staff (professional and clerical);

b) Court Preparation (beginning level);
Court Preparation (advanced level);

c) Community Work I
Community Work II

d) Family Therapy Systems I
Family Therapy II
Family Therapy III

e) Child Development for Residential Staff (beginning level, senior level);

f) Effective Communication (Introductory)
Effective Communication (Advanced);

g) Teamwork for Clerical Staff
Team-Building for Supervisors/Team Leaders;

h) Management by Objectives
Management of Human Resources
Performance Evaluation

i) Statistics and Introductory Computer Knowledge I & II;

j) Native Culture (Introductory)
Cross-Culture (Advanced);

k) Child and Family Services Document Preparation for Advanced Clerical Staff.

DRAFT

This listing is merely illustrative and designed to show how different levels could be grouped. This outline will be further developed by researching approaches undertaken in other provincial training networks. A more detailed plan will be presented at that time.

G) Issues:

a) The role(s) of the new supervisors or team leaders,

b) The degree of generalist vs specialization emphasis required by front line staff.

c) Protection or Prevention or both?

The above have considerable bearing on the development of training programs. Concern here relates to some of the literature which describes structural changes accompanying a community-based approach, or a more preventive orientation. In attempting to be completely accessible to the public, some organizations have stripped many departmental designations (i.e., Children's Services, Family Services, Emergency Services, Intake, etc.), attempting instead to produce a new hybrid-type professional who could respond as required to meet most situations. The extreme example of this was in Great Britain in the early 70's when many specialists were replaced with teams of regionally-based generalists. Since then, Great Britain has pulled back from the earlier change, and is now allowing some specialists to join teams made up of mainly generalists.

London Family and Children's Services (Ontario) also attempted to do away with some of its departmental orientation in the 70's, while replacing

DRAFT

this by generalist teams. The London agency placed several key specialist consultants at the disposal of the generalists and these were:

a) Community Development

b) Child Abuse

c) Specialized Treatment

In this example the traditional form of supervision was also altered, linking up with the team approach. Supervisors were made team leaders who carried small caseloads. The traditional authority aspect of the previous relationship was downplayed in deferrence to a more horizontal teamwork approach.

The above examples, if implemented here, carry considerable implication for training within organizations. Some traditional supervisors are not amenable to become team leaders; some specialists are not flexible enough to become generalists and so on. Some specialists obviously need to be put in place. After there is more clarity regarding the above developments here, the training committee would be happy to recommend programs.

The relationships between preventive arms of the new agencies and those who will be carrying the more traditional statutory responsibilities are going to be one of the most important factors to monitor. It may well be that this area merits some form of training program, and if so, hopefully the system will be flexible enough to allow this.

Historically, there have been built-in difficulties in merging statutory - protection-type services and more voluntary oriented prevention services in North America. These difficulties would seem to stem partly from

DRAFT

chronically over-worked protection staff with fairly high burnout rates. Preventive oriented services have been seen to be more developmental and less demanding. The combination of these two perceptions can result in a lack of "pulling together" and considerable inter-organizational rivalry.

While it is not the training committee's task to relate to structure, we feel that this is another area that needs to be handled with sensitivity, otherwise there will be built-in morale problems and an uneven acceptance of the overall community based philosophy.

There should not be a protection "side" or a preventive "side". What should evolve is a unity of purpose and sense of organizational health which allows both groups to carry out their tasks with mutual enthusiasm and commitment. It is realized this is not an easy task, but trust it will be taken into account in the development of the new agencies. The training committee is prepared to relate to this as required.

General:

The most effective training is "in-house" which relates closely to service needs and staff development which is unique from one office to another. Large workshops can always be devised to introduce specialized approaches (e.g., Family Therapy, Group Work, Locality Development, Crisis Intervention); however, these large workshops are not relevant unless they are followed up by sequential and progressive training which takes place on-the-job in relationship with the agency trainer and the team leaders/supervisors.

DRAFT

The training of the supervisors/team leaders would appear to be of paramount importance since they are the pivotal point in any on-going skill development. A primary lack here has been performance appraisal skills which should link strongly to any ongoing training program.

In summary, then, an ongoing provincial training program would have the following elements:

1. System-wide provincial information-giving workshops,
2. Sequential in-house training in small groups by:
   a) external resources if required
   b) agency trainers.
3. Accessability to specialized consultants in the system,
4. An on-going link-up between the training program and an established human resource system.
5. An ongoing link-up between agency trainers and the provincial training office at 114 Garry Street, Winnipeg.

# RESPONSE TO SERVICE DESCRIPTION PACKAGES

Please forward all responses to:

Ernie Hasiuk
Chairperson,
Service Articulation Working Group
Child and Family Support
2nd Floor, 114 Garry Street
Winnipeg, Manitoba
R3C 1G1

DEADLINE FOR RESPONSE IS JANUARY 11, 1985

RESPONSE TO DRAFT SERVICE DESCRIPTION PACKAGE

SUBMITTED BY:
(Name and Address of Individual and Organization) _____

_____

_____

_____

_____

_____

_____

Contact Person _____ Title _____ Phone Number _____

TITLE: STAFF DEVELOPMENT AND TRAINING PERSPECTIVES

ISSUES: _____

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OFFICE USE ONLY:

Date Received _____ Date Referred _____ Referred to _____

COMMENTS:

# Appendix C

## Agency Meetings

## AGENCY MEETINGS FOR MARCH

1) Manitoba Foster Parents' Association Inc.
Date: Wednesday, March 4, 1987
Time: 1 P.M.
Place: 161 Mayfair Avenue
Meeting with the Executive

2) Winnipeg South Child and Family Services
Date: Tuesday, March 10, 1987
Time: 3:30 P.M.
Place: 897 Corydon Avenue
Director and Management Team

3) Child and Family Services of Central Winnipeg
Date: Wednesday, March 11, 1987
Time: 2 P.M.
Place: 294 William Avenue
Director and Management Team

4) Anishinaabe Child and Family Services Inc.
Date: Thursday, March 12, 1987
Time: 1 P.M.
Place: Ashurn Tribal Office Boardroom
Director and Management Team

5) Northeast Winnipeg Family and Child Extended Social Services
Date: Tuesday, March 17, 1987
Time: 3 P.M.
Place: 1100 Concordia Avenue
Director and Management Team

6) Eastman Region and Sagkeeng Child and Family Services
Date: Wednesday, March 18, 1987
Time: 10 A.M.
Place: Government Building, 20 - 1st Street S., Beausejour
Director and Management Team

7) Child and Family Services of Western Manitoba
Date: Monday, March 23, 1987
Time: 11 A.M. - 12 Noon continuing 1:00 - 2 P.M.
Place: 340 - 9th Street, Brandon
Director and Management Team

8) Dakota Ojibway Child and Family Services
Date: Monday, March 23, 1987
Time: 2:30 P.M.
Place: 702 Douglas Street, Brandon
Director and Staff

Agency Meetings for March Cont'd.

9) Child and Family Services of Southeast Resource Development Council
Date: Tuesday, March 24, 1987
Time: 10 A.M.
Place: 2 - 511 Ellice Avenue
Director and Staff

## AGENCY MEETINGS FOR APRIL

1) Child and Family Services of Winnipeg West
Date: Monday, April 6, 1987
Time: 1:30 P.M.
Place: 2367 Ness Avenue Boardroom
Director and Management Team

2) Child and Family Services of Eastern Manitoba
Date: Tuesday, April 7, 1987
Time: 11 A.M.
Place: 123 B Marion Street
Director and Agency Management

3) Jewish Child and Family Service
Date: Thursday, April 9, 1987
Time: 2:30 P.M.
Place: 1001 - 228 Notre Dame Avenue
Director and Management Team

4) West Region Child and Family Services
Date: April 13, 1987
Time: 10 A.M.
Place: 21 - 4th Avenue, Dauphin
Director and Regional Staff

5) Parklands Region
Date: Monday, April 13, 1987
Time: 1:30 P.M.
Place: Dauphin Office
Director, Child and Family Service Staff and some Scan Team Members

6) Seven Oaks Center
Date: Thursday, April 16, 1987
Time: 9:15 A.M.
Place: 290 Drury Road
Assistant Director and Management Staff

7) Children's Aid Society of Central Manitoba
Date: Thursday, April 22, 1987
Time: 19:30 A.M.
Place: Portage la Prairie
Director, Management Team and Abuse Specialists

8) Northwest Child and Family Services Agency
Date: Thursday, April 23, 1987
Time: 10 A.M.
Place: 1386 Main Street
Director and Abuse Coordinator

Agency Meetings for April Cont'd.

9) Thompson Regional Office
Date: Monday, April 27, 1987
Time: 9 A.M.
Place: 871 Thompson Drive, Thompson
Director and Management Staff

10) Awasis Agency of Northern Manitoba
Date: Monday, April 27, 1987
Time: P.M.?
Place: 3 Station Road, Thompson
Abuse Coordinator and Management Staff

11) Norman Regional Office
Date: Tuesday, April 28, 1987
Time: 1 P.M.
Place: General Hospital, The Pas
Director, Regional Staff, Probation Staff and Child Abuse Medical Practitioner

12) Ma Mawi-Wi-Chi-Itata Centre, Inc.
Date: Wednesday, April 29, 1987
Time: 10 A.M.
Place: 531 Notre Dame Avenue
Acting Director and Management Staff

13) Interlake Regional Office
Date: Thursday, April 30, 1987
Time: 2 P.M.
Place: Selkirk
Regional Director

AGENCY MEETINGS FOR MAY

1) Services to Other Regions
Date: Thursday, May 7, 1987
Time: 1:30 P.M.
Place: 1981 Portage Avenue
Program Director and Staff

# Appendix D

## Structured Interview Questionnaire

**Manitoba**

**Community Services** Child and Family Support

2nd Floor
114 Garry Street
Winnipeg, Manitoba, CANADA
R3C 1G1

(204) 945-6964

March 9, 1987

TO ALL CHILD AND FAMILY SERVICES AGENCIES

RE: TRAINING IN CHILD ABUSE AND HIGH RISK CASES

The results of the following questions will be presented to the Council of Child and Family Service Agencies meeting on May 21, 1987.

## OVERVIEW OF CHILD ABUSE AND HIGH RISK CASES TRAINING IN CHILD AND FAMILY SERVICE AGENCIES

1. Does your agency have a formal written policy on training?

2. How are agency training needs identified and priorized? How can a formal Needs Assessment facilitate this process?

3. Who are the key resource persons in training within your agency (names, addresses, telephone numbers)?

4. What training is available in your agency for:

   (a) Supervisors
   (b) Field Staff
   (c) Support Services, e.g. Foster Parents
   (d) Board Members, etc.

5. How many training days are allowed for each staff per year?

6. What was the training schedule and content in your agency for the past year? What is planned for the coming year? Does your agency have a specific orientation program regarding child abuse for new board members, supervisors and workers?

7. What is the training budget? How are the dollars allocated for staff? Who controls the budget?

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8. Generally speaking, how do your staff rate the importance of staff training within your agency?

_____ absolutely essential for all staff
_____ fairly essential for key staff
_____ only a few staff really need it
_____ not essential.

9. How is the effectiveness of training in your agency evaluated?

## INTERDISCIPLINARY/INTERAGENCY/INTERREGIONAL TRAINING PROGRAMS IN CHILD ABUSE AND HIGH RISK CASES

10. What training is available to your staff with:

(a) other disciplines,
(b) other agencies, and
(c) other regions?

11. Who initiates and organizes regional interdisciplinary, etc., training e.g. committees, groups? How are they funded? How is the training evaluated?

12. Have your staff been participants in regional interdisciplinary, etc., training? How are the benefits to staff and agency evaluated?

13. Generally speaking how do your staff rate the importance of staff training involving other disciplines, agencies and regions?

_____ absolutely essential for all staff
_____ fairly essential for key staff
_____ only a few staff really need it
_____ not essential.

14. How can a provincial training program in Child Abuse and High Risk Cases be (a) developed; (b) organized and (c) delivered, e.g. Provincial Training Advisory Committee? - Specific ideas:

15. Additional Comments.

Sincerely,

Dianne Kennaugh Marjorie Gazan

MG/jf

c.c. E. Hasiuk
J. Chudzik
R. Chambers

Appendix E

Directorate Survey of Resources
and Training Needs (June 1985)

SURVEY OF RESOURCES AND TRAINING NEEDS (JUNE/85) (CHILD ABUSE)

| Area | Need For Training (own staff) | Training For Other Groups | Educational/Training Needs |
|---|---|---|---|
| Norman Region (The Pas) | Moderate need | 1) Moderate need.<br>2) Programs:<br>Child Abuse Unit,<br>Group Activity for Abused Kids,<br>Foster Parent Group Meetings,<br>Resource Center. | Audio-Visual material, hand-out materia |
| Child and Family Services of Western Manitoba | High need | 1) High need.<br>2) Requests for Prevention of Child Abuse.<br>3) Group, family counselling, Child Abuse Workshops, Specialized Abuse Programs. | Needs not identified. |
| Child and Family Services of Central Manitoba | High need | 1) High need.<br>2) School awareness, community protection teams, Child Abuse teams. | Training in treatment of abusive famili<br>Training in abuser/victim groups.<br>Foster parent training for sexually abused kids. |
| Child and Family Services Eastman Region | Moderate need | Moderate need | Emotional Abuse.<br>Training package for presentation to ot groups re: child abuse e.g. teachers, police, etc. |
| Interlake Region | Moderate need | 1) Moderate need.<br>2) No programs listed. | Treatment of victims (Ind/group)<br>Treatment of offenders (Ind/group)<br>How to present court evidence specifica to abuse cases.<br>Prevention of abuse. |

JOHN'S SURVEY OF RESOURCES AND TRAINING NEEDS (JUNE/85) (CHILD ABUSE)

| Area | Need For Training (own staff) | Training For Other Groups | Educational/Training Needs |
|---|---|---|---|
| Child and Family Services Sagkeeng | Not identified | Not identified. | Training package dealing with physical/ sexual/emotional abuse specifically for Native abusers and victims. |
| Churchill Health Center/Outreach | High need | High need. | Resource library re: abusers/abusing families on NEGLECT.<br>General training/guidelines re: assessme treatment and evaluation.<br>Resource directory.<br>Large turn-over requires up-to-date orientation material.<br>Resource - sharing system. |
| Child and Family Services of Central Winnipeg | Moderate need | 1) Moderate need.<br>2) Victim Worker Project, Services to Families, 3rd Party Assault, S/A, Group Treatment Committee, Adolescent Victims, Latency Female Victim, Child Management Group. | Training and skill development in all areas, including child abuse in recognition of the move to generic practice. |
| Winnipeg South Child and Family Services | Moderate need | 1) Moderate need.<br>2) Street proofing pgk., Juvenile offenders group, Child Management, STEP for Teens, PREP. | Play therapy with sexually abused childr<br>Techniques re: working with offenders.<br>Street proofing.<br>Treatment Workshops. |
| Northeast Winnipeg Family and Child Extended Social Services | High need | Not identified. | Dynamics of Physical/Sexual Abuse<br>Treatment<br>Interview/Intervention Techniques |

JOHN'S SURVEY OF RESOURCES AND TRAINING NEEDS (JUNE/85) (CHILD ABUSE)

| Area | Need For Training (own staff) | Training For Other Groups | Educational/Training Needs |
|---|---|---|---|
| Child and Family Services of Winnipeg West | Moderately High | Low | Impact/dynamics of Child abuse - systems view.<br>Intervention strategies generally.<br>Training in anatomically correct dolls.<br>Training focused on assessment of risk for abuse/re-abuse both physical and sexual from a family perspective.<br>Group theory/intervention. |
| Marymound | High need | 1) Moderate need.<br>2) Victim male and female, offenders male, Self Development Group, Prevention Child Abuse, Specialized Foster Parents. | A consultant for Group Work.<br>Resource Coordinator.<br>Support Newsletter. |
| Southeast Child and Family Services | High need | 1) High need.<br>2) No special program for child abuse. | Child Protection Servcies Training and Certification e.g. Alberta programmir |
| Parklands Region | High need | 1) High need.<br>2) Scan team, Evaluation of Feeling Yes, Feeling No, Treatment for sexual abuse, joint assessment with R.C.M.P. | Inservicing generally.<br>Coordinated, interdisplinary, based education.<br>Regional Specialist in Child/Sexual Abus<br>Treatment of Child sexual abuse victims, families, offenders, prevention. |
| Child and Family Services of Western Manitoba | High need | High need. | Needs not identified. |

JOHN'S SURVEY OF RESOURCES AND TRAINING NEEDS (JUNE/85) (CHILD ABUSE)

| Area | Need For Training (own staff) | Training For Other Groups | Educational/Training Needs |
|---|---|---|---|
| Manitoba Foster Parents Assoc. | High | Low need. | Fostering the Sexual Abuse child.<br>Dealing effectively with your agency,<br>e.g. realistic expectations for foster parents. |
| Winnipeg Foster Parents Assoc. | Moderate | Moderate need. | Protection of foster parents.<br>Rights of foster parents. |
| Seven Oaks Centre | High need | High need. | Needs not identified. |

# Appendix G

## Description of Manitoba Training Programs

October 24, 1986

John Chudzik
Russ Chambers

Marjorie Gazan
Dianne Kennaugh

945-6954

MEETING WITH MAXINE TOPLEY
PROGRAM SPECIALIST, MENTAL HEALTH SERVICES

This is a summary of the October 23, 1986 meeting with Maxine Topley regarding In-service Programming for Mental Health Workers.

1. Historical Perspectives:

Training of Mental Health Workers developed in response to changing demands from institutional to community care of mentally ill.

Training needs were identified on an ad hoc basis as determined by a small Training Committee composed of Community Mental Health Coordinators (3) and representatives from Mental Health Centers.

2. Program Specialist Position:

(1) establishment of this position 1 1/2 years ago.

(2) incumbent: Maxine Topley.

(3) she is part of a 7 member Mental Health Directorate and responsible for developing and coordinating training needs as part of her overall position.

(4) is responsible for training budget which assumes all costs of training developed by the Directorate. Also responsible for dividing up in-service training budget allotment to regions calculated on the number of workers per region.

(5) cost of training for regional offices is "time off" which differs from region to region and dictates the number of staff attending training sessions.

3. Structure of Training Committee:

(1) has been in place since training introduced.

(2) training committee is now composed of Maxine - Chairperson, 3 Regional Mental Health Coordinators, 1 Community Mental Health Worker (chosen at suggestion of one of the coordinators).

(3) There is training representation from the Mental Health Centers with

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whom the Training Committee liaises but they do not participate in the ongoing activities of the committee.

(4) This committee usually meets 1 time every 4 months to plan future training. They develop and organize the various training programs.

(5) Last year this committee authorized the need for "Needs Assessment" and the training program as it is now and future planning is based on the data obtained through this needs assessment.

4. Needs Assessment:

(1) Report completed in June 1986.

(2) Please see Appendix A.

(3) Needs assessment questionnaire shown in Appendix B.

(4) The initial "Needs Assessment" focused on identifying two areas of training:
(a) care or basic knowledge
(b) on-going staff development.

A follow-up questionnaire was distributed later - a copy of which will be forwarded to us by Maxine.

5. Structure of Training Program:

(1) is still evolving.

(2) skills of C.M.H.W. is heterogeneous.

(3) divided in (a) core courses
(b) on-going staff development.

(4) Care Courses:

(a) see Appendix C.

(b) 8 courses identified as of June, 1986.

(c) are not mandatory.

(d) are considering an examination at end of completion of program.

(e) are offered over time - are not developmental in approach (4 this year and 4 next year) because of the problem of giving staff time off to attend. Have opted for 2-day workshops to overcome this problem.

(f) presently attendance at core courses have no benefit regarding reclassification or promotion. May become mandatory for reclassification and promotion for new staff. In this event "old staff" may be "grandfathered" in. Reclassification presently made through the Reclassification Review Board.

(g) administrative issues in establishing care courses include: (i) initial resistance by coordinators to centrally establishing core courses because they felt they could identify the needs better, (ii) general agreement that care courses meet both urban/rural training needs.

(h) long range plans may evolve into a university based professional certificate program "Community Mental Health Worker" and care courses would become part of the curriculum.

5. On-Going Staff Development:

(a) workshops based on topical issues/therapies/programs.

(b) needs assessment required more frequently than care courses, e.g. every 2 - 3 years.

(c) have observed that there are significant differences in urban versus rural needs.

(d) occurs regionally a well as provincially.

(e) popular workshops are re-run.

6. Evaluation:

(1) after each workshop (see Appendix D).

(2) presently looking at:

(a) standards of job performance to evaluate standards of training.

(b) tying course material into the supervision process, that is how are the information/skills being applied.

(c) research design, e.g. pre-post testing.

(d) regular performance appraisals.

Marjorie Gazan
Child Abuse Specialist

Dianne Kennaugh
Child Abuse Specialist

MG/pb
Attachments

December 22, 1986

John Chudzik
Russ Chambers
Dianne Kennaugh

Marjorie Gazan
Child Abuse Specialist
Child & Family Support
2nd Floor - 114 Garry Street
945-6964

MEETING WITH MATERNAL AND CHILD HEALTH DIVISION

Present at Meeting: Connie Becker, Director; Norma Jane Buchanan, Perinatal/Postpartum; Mary Elizabeth McKenzie, Child Health (including high risk infant follow-up); Jean Ann Kemp, Reproductive Health.

1. Role of Child and Maternal Health

a) To develop programs, policy and divide financial resources re: PHN service. Are directly accountable to ADM/DM level.
b) Develop procedure manuals and design workshops to assist field staff in using manuals.

2. Educational Structure

a) Regions are responsible for identifying and providing for educational needs.
b) Maternal and Child Health Advise, provide consultation and on request - do some direct teaching in workshops at regional level.
c) Educational budget controlled and dispensed by each region.
d) All workshops are open to every professional in region.

3. Child Abuse

a) All Maternal and Child Health programs have a primary preventative program.
b) Involvement of PHN eg. SCAN depends on region.
c) All PHN involved in prevention and identification of Child Abuse.
d) Relationship between Public Health and Child and Family Services includes:
   - poor communication and collaboration in many cases where this would be mutually beneficial.
   - PHN often first used by community to deal with crisis of e.g. disclosure because the PHN lives in the community and is the one who is the most available. This service is seen by Maternal and Child Health as an added burden to PHN and the direct result of Child and Family Services structure where workers do not live in community and have caseloads too large to be available to anyone.
   - see the Child and Family worker as poorly trained in all areas particularly basic knowledge of human sexuality, child development, etc.; which places the worker in a position of being less effective in assessing cases.
   - suggest strongly that certification, re: Child and Family Service worker be established prior to hiring.

. . . 2

3. Future Relationship with Child and Family Support Services

- Limited but may collaborate in certain workshops, e.g. sexuality.
- Agreed to meet again when appropriate.
- Support efforts by Child and Family Support Services to enhance educational training.

MG/jf

Marjorie Gazan

# Manitoba

# Memorandum

Date January 23, 1987

To John Chudzik
Russ Chambers
Dianne Kennaugh

From Marjorie Gazan

Telephone 945-6954

Subject MEETING WITH JEAN KOPSTEIN
HUMAN RESOURCE DEVELOPMENT COORDINATOR

First | Fold

This is a summary of meetings attended by Dianne and myself on Dec. 18, 1986 and Jan. 19, 1987 regarding In-Service Programming for Probation Workers.

1. Historical Background

Training of Probation Workers developed in response to needs identified by Administration. Coordinator in present position for three years.

Training needs were identified by subjective demand. Coordinator met the first identified need: Report Writing and Court Reports.

2. Structure of the Training Program

(1) Coordinator is a member of the Management Team. Responsible only for training. No responsibility for budget.

(2) Area Director is:
(a) the one who makes decision about who attends training
(b) has budget control

(3) Structure of program is now becoming developmental in nature. Field staff are now beginning to appreciate positive effects of training.

(4) Is based on the Carkoff and Truax model which addresses the issue of mandatory control and therapeutic relationships.

3. Expertise and Collaboration

(1) Coordinator area of expertise is Effective Performance Management and Adult Education techniques.

(2) Coordinator is very willing to share and collaborate with Child and Family Services. Child and Family Services Trainers have tentatively agreed to share own expertise with their department regarding training materials and expertise.

...2

4. Content of Training Program

Attached please find course outlines which have or will be used in their workshops.

Marjorie

Marjorie Gazan

MG/js

Manitoba

# Memorandum

Date February 20, 1987

To John, Russ and Marjorie

From Dianne

Telephone

Subject Meeting with Planned Parenthood on February 16.

Present at meeting: Laurel Garvie, Maureen , Marjorie Gazan and Dianne Kennaugh.

1. Goal of their training programmes
   a) To provide basic sex education. They attempt to tailor there programmes to meet articulated needs.
   b) To provide family life education.

2. Mandate- Their mandate is through tha Department of Health. For the past two years, they have provided basic sex and family life education for all eight regions of health in the province.

3. Funding- Basic funding is received through department of Health, the Maternal Child Health Care Directorate. This is done in contract for service basis. Other funding agency is the United Way, which requires planned parenthood to charge a fee for service when training is for anyone outside the department of health. Planned Parenthood has devised a sliding scale relating to fees.

4. Interest in providing training- The organization wished to be seen as sexuality educators, trainers and consultants. They have been involved in helping to plan and deliver training programmes for department of Probation, the Federal Government, many schools, etc. They are eager to continue this work, but remains a serious difficulty.

D K.

First | Fold

January 23, 1987

John Chudzik
Russ Chambers
Dianne Kennaugh

Marjorie Gazan

945-6954

MEETING WITH JEAN KOPSTEIN
HUMAN RESOURCE DEVELOPMENT COORDINATOR

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...2

4. Content of Training Program

Attached please find course outlines which have or will be used in their workshops.

Marjorie Gazan

MG/js

November 28, 1986

John Chudzik
Russ Chambers
Dianne Kennaugh

Marjorie Gazan
Child Abuse Specialist
Child & Family Support
2nd Floor - 114 Garry Street
945-6954

MEETING WITH SR. GERARDA PURA, COORDINATOR OF TRAINING - CORRECTIONS

This is a summary of the November 26, 1986 meeting with Gerarda Pura regarding Training for Level I Youth Corrections Workers.

1. Historical Perspectives:

   (1) Training of Youth Corrections Workers - Level I developed in response to needs as seen by Corrections department.

   (2) Training program established 5 years ago.

   (3) Training needs identified by Training Coordinator in face-to-face unstructured interviewing of all staff at ~~Macdonald~~ Manitoba Youth Centre and Agassiz Centers.

2. Training Position:

   (1) Established 5 years ago.

   (2) Incumbent: Sr. Gerarda Pura

   (3) Gerarda is responsible for training, communications, e.g. newsletter and ___?___.

3. Budget

   (1) She does not have a direct budget.

   (2) Training costs absorbed by the institutions.

   (3) Instructors are not paid but she has developed a "horse-trading" mechanism using departmental expertise to trade with extra-departmental expertise.

   (4) Cost of training (indirect costs) is "time-off". Supervisory staff fill for staff in training.

4. Training Structure:

   (1) Is designed for Youth Care Worker Level I and designed/supervised by an Advisory Committee.

   (2) Use modules (see Appendix A) accompanied by a 2-3 week supervised practicum by supervisors.

   (3) At completion of all modules are required to pass an oral examination by peers/supervisors.

October 30, 1986

John Chudzik
Russ Chambers

Dianne Kennaugh
Marjorie Gazan

945-8201

MEETING WITH LEANNE BOYD MATC/CHILD MENTAL DIRECTORATE
RE: TRAINING OF COMMUNITY CHILD MENTAL HEALTH WORKERS. October 30, 1986

1. Structure Of The Directorate For Mental Health Services To Children

The directorate has grown out of the psychiatric services to children and consists of four members. Leanne's responsibilities include co-ordination of services provided by mental health workers in communities (none located in Winnipeg at this time), co-ordinating and arranging training programme and, providing extensive clinical supervision. At this time both she and Dr. Sigmundson are on loan from the government to M.A.T.C. and her job has been bulletined so she will be free for supervision of provincial programmes and to do some of the teaching. May be redeployed but for now can be reached at M.A.T.C.

2. Accountability of Child Mental Health Workers

Until April 1986 workers were accountable to the directorate in all aspects of service. Since April they are accountable as well to the regions in which they are employed. They are still accountable to the directorate to complete training, for standards of service, and extensive consultation and supervision is available to them. Rural admissions to M.A.T.C. go through Community Mental Health Workers.

3. Training Programmes

Attached please find objectives of training programme as well as detailed course outline and expectations.

Course is six months in duration. Exams in each course area are mandatory. If more than two sessions are missed, they you must drop out of training programme. If you wish to work as a Child Mental Health Worker, you must take and pass this course.

Course teaching is provided on a contract basis from child psychiatrists, university professors, staff from M.A.T.C., St. Boniface Hospital and so on. Many sites for training including M.A.T.C. The treatment centre is not billed for service from any government staff but pays for costs such as university professors.

. . . 2

Negotiations are currently taking place through the University of Manitoba Medical Programme to allow for university recognition of training programmes so they can have status in other provinces as well as here in Manitoba.

Staff turnover very low. This attributed to very dedicated, committed staff, comprehensive excellent training, intensive clinical supervision and support at job. A great variety in staff educational backgrounds.

4. Admissions to M.A.T.C.

Treatment Centre sees their programmes as tertiary care. Any child with diagnosed psychiatric problem can be admitted. Child can have a behavioural problem as well and still be admitted.

View child abuse as major component in psychiatric problems for adolescents. Their statistics indicate that 90 to 100 percent of the children in their short term unit are victims of child abuse. They also find that many of the children in long term care units, when they feel safe, often disclose abuse which occurred five to ten years ago, and that is unknown to their child and family service workers.

View it as their responsibility to provide follow up to children in their own communities after they have left treatment centre programmes, in placement treatment, or day patient and school programme. In rural areas follow up is provided by Community Child Mental Health Workers. In the city, the Child Mental Health Workers work out of M.A.T.C. rather than the Child and Family Service Agencies. This is seen as a problem area by Child Mental Health Directorate.

5. Proposals To Expand Training Child Mental Health Training To Child and Family Service Agencies in Winnipeg

Child Mental Health directorate views it as essential that the entire trining programme be taken, not just pieces of it, and that the existing training model be continued. The directorate has therefore made a number of proposals to Cabinet as well as to the Review Committee on Child Abuse in Winnipeg.

1) To Cabinet:
That Child Mental Health Workers be hired and trained by the Child Mental Health Directorate and have direct accountability to them. That they be attached to the Child and Family Service agencies to provide advisory, consultative, assessment role, and help in the referral process to the appropraite treatment resource. This proposal not accepted by Cabinet.

. . . 3

Proposal to provide Child Mental Health Training to Child and Family Services Workers, who are now working for, or could be hired by Child and Family Service Agencies. This worker could also assume a clinical role with children deemed to have psychiatric problems as well as carrying out roles described in first proposal. This proposal has to date, not been accepted.

2) Proposal to Abuse Review Committee:
This proposal includes providing Child Mental Health Worker training to Child and Family Service Workers two and a half days a week for a period of a year.

D. K.

Dianne Kennaugh

MG

Marjorie Gazan

DK/MG/jf

# Appendix H

## Description of Other Provincial Training Programs for Mandated Child and Family Service Workers

# BRITISH COLUMBIA

Contact Person: Marie McDonald
Social Work Training Coordinator
Ministry of Social Services and Housing
Personnel Administration
2nd Floor - 1675 West 10th Avenue
Vancouver, B. C. V6J 2A3

Telephone: (604) 660-1490

## STAFFING

One full time provincial training coordinator and two seconded workers part of and supervised by the Personnel Administration Department.

## BUDGET

Controlled by the Training Coordinator.

## TRAINING PROGRAM

Has been in existence since 1985 and is mandatory for all new workers. Training is scheduled once or twice yearly in Vancouver depending on number of new workers hired.

Four weeks of basic training is given to workers during their probationary period. An additional week of training occurs 4 - 5 months following completion of their probationary period. Training usually begins within the worker's first week of being hired.

The content and delivery of training, developed in consultation with the mandated public agencies is as follows:

Week 1: Orientation of worker to individual agency. The worker supervised by her/his supervisor is expected to complete the tasks described in a prepackaged manual. Tasks include observation of (a) clients in waiting room (b) court proceedings and interviews with staff about their jobs in the agency.

Week 2: Follows immediately from Week 1. Focus on basic policy and procedures used in Child Protection, e.g. forms.

Weeks 2 to 8: Worker given a lighter caseload and supervised closely.

Week 9: Worker returns for introductory level, formal instruction in Child Protection including a) legislation, b) specific skills in court work, c) assessment and case planning skills, and d) identification and assessment of child abuse.

Weeks 10 to 17: Worker returns to agency to apply skills learned during training period.

Week 18: Worker receives advanced training in: a) sexual abuse, b) court room skills, c) recording and documentation, and d) planning for and working with children in care and collaterals.

The final week of training occurs 4 - 5 months after the worker is on permanent staff. This week covers issues and skills training in services to natives, adolescents, handicapped clients as well as adoption.

## EVALUATION OF TRAINING

Workers complete an evaluation questionnaire at the end of each week of training.

## STRENGTHS AND WEAKNESSES OF THE TRAINING PROGRAM

### Weaknesses:

(1) Training heavily reliant on worker's supervisor.

(2) Supervisor training is separate from worker training.

(3) Supervisors have not received same basic training as workers. Plans are now being made to train supervisors.

### Strengths:

Workers have opportunity to receive some basic training.

# ALBERTA

Contact Person: Edward Legere
Training Design and Evaluation Consultant
Staff Development
Alberta Social Services
10030 107th Street
Edmonton, Alberta T5J 3E4

Telephone: (403) 427-5949

## STAFFING

One full time provincial training coordinator. There are 20 additional trainers consisting of supervisory staff and frontline workers within the system who teach in their area of expertise a week at a time.

## BUDGET

Controlled by the Training Coordinator.

## TRAINING PROGRAM

Has been in existence since 1982 and is mandatory for all new workers. Training is scheduled once or twice a year in Edmonton depending on the number of new workers hired.

Three weeks of basic training is given to workers in the first 3 months of their probationary period. Additional training is given in Sexual Abuse, Suicide Prevention and Native Awareness after the worker is on permanent staff. This training usually consists of 3 - 4 day workshops.

The content and delivery of training, developed in consultation with the mandated public agencies is as follows:

The delivery of training:

One week of formal instruction at the beginning of each month is followed by three weeks of closely supervised practice at the worker's agency for a three-month period:

Week 1: Child Protection: Intake, Investigation and Assessment.

Weeks 2 - 4: Worker at home agency.

Week 5: Medical aspects of Child Abuse. One day is spent on sexual abuse.

Weeks 6 - 8: Worker at home agency.

Week 9: Legal Aspects of Child Protection. Three days spent on formal instruction.

They have just recently developed an Orientation Package that introduces the new worker to administrative policies and procedures.

## EVALUATION OF TRAINING

Workers are tested before and after each training week and at a six week follow-up. A performance appraisal questionnaire is completed by the worker and the worker's supervisor.

## STRENGTHS AND WEAKENSSES OF THE TRAINING PROGRAM

### Weaknesses:

It is generally agreed that supervisors should have been trained before the basic training was given to new workers. They are presently designing a course for supervisors in Child Protection to rectify this oversight.

### Strengths:

System as a whole believe that training has contributed to overall improved quality of service.

## ADDITIONAL INFORMATION

Originally, the training program was based on the American Humane Society manual for training Child Protection Workers. They have modified the manual to meet their needs.

The training program includes (a) lesson plans in point form, (b) instructional strategies, and (c) a list of teaching aids and resources required.

# SASKATCHEWAN

Contact Person: Carol Lafayette-Boyd
Training Coordinator
Human Resources Branch
Saskatchewan Social Services
1920 Broad St.
Regina, Saskatchewan S4P 3V6

Telephone: (306) 787-2392

## STAFFING

One full time provincial trainer. Additional trainers consisting of supervisory staff and frontline workers who teach in their area of expertise a week at a time.

## BUDGET

Controlled by the Director.

## TRAINING PROGRAM

Has been in existence since 1982 and is mandatory for all new workers. Basic training has been offered seven times in total and is held centrally in Regina.

Prior to the delivery of training to new workers, all managerial and supervisory staff were required to attend a training program in Child Protection. The province hired trainers from the American Humane Society at a cost of $200,000.

Three weeks of basic training is given to workers on the first three months of their probationary period.

The content and delivery of training developed in consultation with the mandated public agencies is as follows:

Week 1: Dynamics in Child Development
Medical Aspects of Child Abuse

Weeks 2 - 4: Worker at home agency

Week 5: Intake
Interviewing
Initial Assessment
Legal Aspects of Child Protection

Weeks 6 - 8: Worker at home agency

Week 9: Casework.

This includes (a) role of the social worker as an advocate, teacher and role model, (b) casework principles, (c) case planning methods appropriate to client needs, e.g. violent client, sexually abusive client, etc.

## EVALUATION OF TRAINING

Workers complete an evaluation questionnaire at the end of each week of training.

## STRENGTHS AND WEAKNESSES OF THE PROGRAM

Overall, they have found the training program to be very satisfactory. Feedback from the participants is very favourable.

# QUEBEC

Contact Person: Lieba Aranoff
Coordinator of Staff Development
& In-Service Training
Ville Marie Social Services
401 St. Catherine's St. West
Westmount, Quebec H3Z 1P2

Telephone: Montreal (514) 989-1885 Local 288

## Staffing:

No provincial training position.

## Budget:

Budget controlled by provincial government to fund training in use of abuse protocols beginning in 1985.

## Training Program:

No provincial training program.

One 5 day training program in teaching line staff to use abuse protocols started in September, 1985. Training participants include mandated Child and Family Service workers and all intake workers.

Content and delivery of training is as follows:

1. Developed by 3 major social service agencies in Montreal: Ville Marie Social Services, Montreal Metropolitaine, Jewish Child and Family Services, for line workers.

2. Teams of 2 trainers, one team from each agency, trained to teach protocols.

3. Offered in modules focusing on investigation and includes use of anatomically correct dolls, use of video-taping equipment, active listening, investigative techniques, discussion and development of treatment plans.

## Evaluation of Training:

1. Uses formative (evaluate as you go along) evaluations rather than summative evaluations throughout training.

2. Hope to offer to workers during their probationary period.

Strengths and Weaknesses of Training Program Weaknesses:

1. Protocols continue to be focus of debate by agencies.

2. Training is not generally supported by agencies.

3. Training was developed for staff not supervisors. Supervisors were given a 2 day orientation that described training their staff would receive. No preparation of agency to determine how new skills would be used.

4. Training program was set up and given to trainers to implement. Trainers not given input into into necessary steps prior to training nor selection of target groups to be trained.

Strengths:

1. Positive feedback from workers. They have felt that training has improved their clinical practice and many new skills were learned.

Additional Information:

Would recommend that:

1. agency readiness for training be assessed prior to introduction of training.

2. supervisors be trained before staff are trained.

3. Contact person on how to work with systems regarding training is Lorna Grant, Metropolitan Chairmen's Special Committee on Child Abuse, Toronto, Ontario, Phone (416) 440-0888.

# ONTARIO

Contact Person: Heather Sproule
Interim Director and Training Coordinator
Ontario Center for the Prevention
of Child Abuse
25 Spadina Road
Toronto, Ontario M5R 2S9

Telephone: (416) 965-1900

The center is funded by the province to provide training for Child Protection staff from all 52 private Children Aid Societies. Agencies may choose to provide own in-house training or send their staff to the center. The training is free but the agency covers the staff's traveling costs and living expenses.

The center offers the following courses:

(a) Child Protection: Phases I and II is designed for newly hired mandated workers. Each phase is 4 days long.

(b) Sexual Abuse: designed for mandated workers generally. The course is 5 days in length.

(c) Adolescents: designed for mandated workers generally. The course is 5 days in length.

(d) Supervisor Basic Course in Child Protection. The 5-day course is specifically designed for supervisory staff.

(e) Supervisor Follow-Up Course in Child Protection. A more in-depth 5 day course for supervisory staff.

In addition the Center offers training for trainers to teach foster parents who look after abused children. TRUST I (an acronym) is designed for foster parents who foster abused children generally and TRUST II is designed for foster parents who foster sexually abused children specifically.

# NOVA SCOTIA

Contact Person: Joan Parks
Supervisor of Staff Training
Nova Scotia Department of Social Services
P.O. Box 696
Halifax, Nova Scotia B3J 2T7

Telephone: (902) 424-4293

## STAFFING

One full time staff training person who is responsible for all training in the Social Services department.

## BUDGET

Controlled by the Supervisor of Staff Training.

## TRAINING PROGRAM

The training program for the 14 mandated public and private agencies is on an ad hoc basis.

One two-day workshop in court work related to Child Protection is given yearly to all new workers. This workshop consists of a moot court sexual abuse case where workers role play the various roles.

A recent Task Force Report on Child and Family Services has recommended that formal training for mandated agency workers be instituted by next year. The department is presently conducting a Needs Assessment to identify training needs. This survey also includes specific questions related to Child Abuse.

# NEW BRUNSWICK

Contact Person: Paul Shannon
Child Protection Consultant
Department of Health and Community Services
P.O. Box 5100
Fredricton, N. B. E3B 5H1

Telephone: (506) 453-2949

## STAFFING

One full time provincial training coordinator.

## BUDGET

Under the control of the public mandated agencies. Funding for training is dependent on whether the agencies wish to contribute.

A formal training program was offered in 1983-1984. There has not been any formal training offered by the province since 1984 because of the recent reorganization of the department into a combined Health and Community Services department. Any present training is offered by individual agencies to their own workers.

Previous training offered in Child Protection offered by the province was 15 - 20 days in length covering Investigation, Intake, Legal Aspects and Cultural Awareness. The modules were based on the training packages developed by the Ontario Childrens' Aid Societies. They have just recently developed a Child Abuse protocol. They are planning a 2 week interdisciplinary training program to familiarize all professionals with the protocol.

# PRINCE EDWARD ISLAND

Contact Person: Janet McDonald
Staff Training Officer
Child and Family Services Division
Department of Health and Social Services
P.O. 2000
Charlottetown, PEI C1A 7N8

Telephone: (902) 892-5471

## STAFFING

Two full time provincial training coordinators within the Child and Family Services Division.

## BUDGET

Controlled by the Director of Child and Family Services.

## TRAINING PROGRAM

Has been in existence since 1985. Training is scheduled on an irregular basis and is dependent as to when publically owned agencies request that training of new workers is necessary.

The training program occurs during their probationary period consisting of two phases of 10 - 12 three hour sessions - a half day every two weeks in length as follows:

Phase One: The training in this phase is usually decentralized, e.g. takes place at an individual agency. Includes defining abuse and neglect followed by experiential exercises which focuses on the individual worker's feeling about using mandated authority. This phase is also intended to give the new worker a chance to decide whether or not mandated work is suitable for them.

Phase Two: This training usually takes place in Charlottetown. This phase focuses on how the protection worker engages in the first phase of intervention. Emphasis is placed on self awareness, e.g., what does it mean to me to have authority over someone? Here role playing is used to explore the worker's role as an investigator, e.g., fact finding assessor, weighing information and making a decision and, e.g., use of self to help client.

At the completion of these two phases, each worker is required to pass a designation examination before they are given mandated authority. The designation examination is usually preceded by a written performance evaluation by the supervisor. The examination readiness is determined by the supervisor. The examination itself consists of the worker role playing an actual case and writing a case plan.

EVALUATION OF TRAINING

Verbal feedback.

STRENGTHS AND WEAKNESSES OF THE TRAINING PROGRAM

(1) Heavily reliant on the supervisors.

(2) Need more emphasis on procedural or "how to" skills.

Strengths:

(1) Worker becomes very aware of what the personal demands of Child Protection is.

(2) Experiential focus allows the worker to deal with the stress of protection work. Procedural training alone, e.g. how to do an intake was seen as unsatisfactory in that the worker may know what tasks to complete but may not know why they are doing them.

# NEWFOUNDLAND

Contact Person: Jean Wells
Child Welfare Program Coordinator
Department of Social Services
Confederation Building
St. John's, Newfoundland

Telephone: (709) 576-2493 or 5114

Training is sporadic and unstructured. Recognize a need for but are not ready yet to put a formal training program in place.

# NORTHWEST TERRITORIES

**Contact Person:** Gwen Ewan
Program Officer
Family and Children Services
Department of Social Services
Box 1320
Yellowknife, NWT X1A 2L9

Telephone: (403) 873-7709

## TRAINING PROGRAM

There are three kinds of training:

(1) Supervisors who all have professional preparation are provided with ongoing training, e.g. workshops that might be available.

(2) Statutory Appointment Workshops for all persons hired to be mandated workers. They must satisfactorily complete a locally developed self taught manual before being given a mandated appointment. Most workers do not have prior professional training.

(3) Training for Native persons is conducted outside of the N.W.T., e.g. Edmonton.

In addition workshops are held on an ad hoc basis in areas of immediate concern, e.g. child abuse and suicide.

## STRENGTHS AND WEAKNESSES OF PROGRAM

**Weaknesses:**

Line staff do not have prior professional training so that there is a great need for training generally.

**Strengths:**

Hiring of local people allows greater opportunity to develop local service providers. Helps to alleviate past problem of "importing" workers where turnover is high.

# Appendix I

## Survey Questionnaire: Responses to Question 14

DATA RE: QUESTION 14 - SURVEY QUESTIONNAIRE

CENTRALIZED MODEL

| | | |
|---|---|---|
| Winnipeg Central | - | With Advisory Committee |
| Northeast | - | Total responsibility of Directorate |
| Dakota Ojibway | - | With Advisory Committee |
| Southeast | - | With Advisory Committee |
| Manitoba Foster Parents | - | On Advisory Committee |
| S.T.O.R. | - | |

CENTRALIZED/DECENTRALIZED MODEL

| | | |
|---|---|---|
| Eastern | - | General orientation/child abuse |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | - | Directorate: modules<br>Own modules and consultation from Directorate |
| Central Manitoba | - | Some Directorate input<br>Some Agency |
| Eastman | | |
| Awasis | | |
| Sagkeeng | | |

DECENTRALIZED

| | | |
|---|---|---|
| Winnipeg South | | |
| Winnipeg West | - | Standards only<br>Evaluation |
| Interlake | | |
| Norman | | |
| Parklands | | |
| Thompson | | |
| Anishinaabe | | |

NOT RESPONDED TO DIRECTLY

Seven Oaks

Jewish Child and Family Services

Northwest - No Minutes

Western Manitoba

West Region - Directorate role not clear

# Appendix J

## Summary of Agency Responses to Survey Questionnaire

WITHIN AGENCY
(TABLE 1)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | Can a needs assessment assist in identifying and priorizing training needs? | How many training days are allowed each staff per year? | Was there a training schedule and content for past year? | Was there a specific orientation program regarding child abuse for new board members, supervisors, workers? | What is the training budget? | How do your staff rate the importance of staff training within your agency? |
|---|---|---|---|---|---|---|---|
| Child and Family Services of Central Winnipeg | Yes (Provided) | Yes | Units - 1 day/mo./unit 12+ days/yr.<br>Executive director 5 days/yr.<br>Other staff - on ad hoc basis | Yes | Yes - All new staff, foster parents, board members | $16,700 | absolutely essential for all staff |
| Child and Family Services of Winnipeg West | No | No | 2 days plus additional unspecified | Yes | Yes - foster parents, board members | $155.00/staff | - essential for all staff - basic orientation<br>- high level of skill in treatment for those with interest and capacity |
| Northwest Child and Family Services Agency | meeting held with abuse coordinator and executive director - minutes not submitted | | | | | | |
| Northeast Winnipeg Family and Child Extended Social Services | No | Yes | Unspecified | Yes | Yes - staff/board orientation, manuals/abuse protocol booklets | $170/E.F.T. | absolutely essential for all staff |
| Child and Family Services of Eastern Manitoba | Yes (Provided) | Yes (verbal) | minimum of 3 away from agency | Yes | Yes (unclear as to board members) | $9,000 ($175/person) | essential for all staff |
| Winnipeg South Child and Family Services | No | Yes (verbal) | 1 day/month (family therapy) and additional training | Yes | Orientation - Yes for new workers<br>No abuse training for board members | $8,000.00 for 86/87 | absolutely essential for all staff |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | Can a needs assessment assist in identifying and prioritizing training needs? | How many training days are allowed each staff per year? | Was there a training schedule and content for past year? | Was there a specific orientation program regarding child abuse for new board members, supervisors, workers? | What is the training budget? | How do your staff rate the importance of staff training within your agency? |
|---|---|---|---|---|---|---|---|
| Jewish Child and Family Service | Yes (Provided) | Yes (verbal) | 13 in house days/yr. plus conference, seminars, courses outside agency | Yes | Board - yes but not specifically related to abuse and high risk | $4,000 | no response |
| Children's Aid Society of Central Manitoba | Minutes | submitted | descriptive in nature, do not provide specific quantifiable data | | | Agency able to operate with financial surplus - training costs payable from this surplus | |
| Child and Family Services of Western Manitoba | Yes (Provided) | Yes (verbal) | 1 1/2 hrs. bi-weekly inservice plus 10 days/yr./staff where budget allows | Yes | Yes - all levels | $4,500.00 (60/person) | absolutely essential for all staff |
| Norman Region (Flin Flon and The Pas) | Yes | Yes (verbal) | 3/staff after 1st year possibly 2 more | Yes | Yes - all new workers | $20,000 | essential |
| Parklands Region | no but have informally adopted policy of Department of Health | Yes (verbal) | 8/staff/yr. maximum | no, but access external training programs on ad hoc basis | not described | from general operating budget - no specific training budget | essential for all staff |
| Thompson Regional Office | Yes | Yes (expressed verbally in meeting) | up to 8 days | | not described | from operations budget not specific to training | essential for all staff |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | Can a needs assessment assist in identifying and priorizing training needs? | How many training days are allowed each staff per year? | Was there a training schedule and content for past year? | Was there a specific orientation program regarding child abuse for new board members, supervisors, workers? | What is the training budget? | How do your staff rate the importance of staff training within your agency? |
|---|---|---|---|---|---|---|---|
| Interlake Region | No | Yes | 5 days/staff/yr. | little besides orientation, but access external training on limited basis | Yes - but not specific to Child Abuse | $50/staff | absolutely essential for all staff |
| Eastman Region and Sagkeeng Child and Family Services (Child Welfare mandate from Eastman) | No | Yes | up to 8/yr. | access external training | done on individual worker basis (low staff turnover) | - $15/person/yr. meals and travel from general operating expenses.<br>- For Fort Alexander, $1,000 - 1,200/yr. total shared between 7 people | absolutely essential for all staff |
| Anishinaabe Child and Family Services Inc. | unspecified | | - one week/month for workers in special training courses<br>- additional workshops | Yes | no specific orientation for new workers (staff turnover low) | - unspecified - from Indian Affairs<br>- experiencing severe cuts | essential |
| Southeast Resource Development Council | No | | Unspecified | training provided externally by New Careers | No | $16,000 for 25 people | absolutely essential for all staff |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | Can a needs assessment assist in identifying and priorizing training needs? | How many training days are allowed each staff per year? | Was there a training schedule and content for past year? | Was there a specific orientation program regarding child abuse for new board members, supervisors, workers? | What is the training budget? | How do your staff rate the importance of staff training within your agency? |
|---|---|---|---|---|---|---|---|
| Dakota Ojibway Child and Family Services | No | Yes | 3.33 day/yr./staff plus New Careers training | training mainly provided through extensive involvement with New Careers - 10 workers currently in training | no specific orientation to abuse and high risk -- being planned as responsibility of abuse coordinator when hired | Training dollars were/are cost shared between Province and Federal Goverment. Current training budget is $26,500 for staff and support service training (e.g. foster parents) | absolutely essential for 85% of our staff |
| Awasis Agency of Northern Manitoba | | | | | | | |
| West Region Child and Family Services (Dauphin Office) | | | one week per month for New Careers trainees and additional days for other workshops | Yes - New Careers, also external workshops | not described | | very important to all staff |
| Services to Other Regions | No - in the planning stage | Yes | not specified "as many as are possible" | No | No | no specific training budget (taken from West Central regional allocation) | fairly essential for key staff |

Table 1 (Cont'd.)

| Child and Family Service Agency | Does your agency have a formal written policy on training? | Can a needs assessment assist in identifying and priorizing training needs? | How many training days are allowed each staff per year? | Was there a training schedule and content for past year? | Was there a specific orientation program regarding child abuse for new board members, supervisors, workers? | What is the training budget? | How do your staff rate the importance of staff training within your agency? |
|---|---|---|---|---|---|---|---|
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | Key issues and concerns of Ma Mawi-Wi-Chi-Itata Centre, Inc. regarding their work with Native clientele and with other agencies were highlighted and discussed. Data not quantifiable but will be included in descriptive tables. | | | | not described | | |
| Seven Oaks Center | No | | 10 days/yr./staff mostly used as staff meetings and in-service practice under examination and evaluation | Yes | Yes for new child care workers | $3,000.00 | absolutely essential for all staff |
| Manitoba Foster Parents' Association Inc. | no protocol within agencies regarding foster parents | no protocol at agency level regarding foster parents participating to identify needs | not specified | planned for fall/87 - (based on pilot which has been completed) Red River foster parenting skills course | not described | No specific training budget, has to come from general purpose grant. 14 places in Red River course funded by treasury board. | see training for selves and for agency workers as very important |

WITHIN AGENCY
(TABLE II)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| Child and Family Services of Central Winnipeg | By Unit Coordinators and Management personnel<br>- Abuse Coordinator identifies abuse training needs | Don Lugtig (Orientation)<br>Maureen Kitchur (Abuse)<br>Eileen Block (Foster Care)<br>Diana Millward (Family Support Services)<br>Carolee Batycki (Volunteers)<br>Donna Bell (Medical Services)<br>Bunny Sym (Adoption) | | | Breakdown - four units have $2,500 each to use at their discretion<br>$2,000 - foster parents training<br>$16,700 - training budget for current year | Executive Director controls the balance. |
| Child and Family Services of Winnipeg West | Identified by Agency - 1986 | Elaine Gelmon ) 945-5227<br>Aaron Klein ) 2367 Ness Avenue<br>Rhonda Penner ) | Family Therapy Training<br>Social Network Theory<br>Foster parents: monthly meeting for orientation and discussion<br>Board studied Interim Directives and guidelines on Child Abuse | Nothing specified due to limited resources. | $155 per staff member deficit $5,068 | Executive Director and Staff Development Committee |
| Northwest Child and Family Services Agency | | | | | | |
| Northeast Winnipeg Family and Child Extended Social Services | Staff identify training needs from information circulated about available workshops | Ellen McConaghy Community Action Centre 225 Watt Street (945-1950)<br>Terry Williams Kildonan Supervisor 1103 Henderson Highway (945-5142)<br>Carla Droznak<br>Jim Richardson | Workshops in high risk interviews. Sponsored:<br>Dr. Larry Shulman<br>Tamra White<br>In-House:<br>Paul Walsh (Attorney)<br>Dr. Charles Ferguson | Sponsored - Dr. Shulman will return for staff workshops.<br>In-house Ellen McConaghy use of anatomically correct dolls. | $170/E.F.T. allocated according to staff request | Executive Director |

Table II (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| Northeast Winnipeg Family and Child Extended Social Services (cont'd.) | | Elmwood Supervisor<br>206 Watt Street<br>(945-5145)<br><br>Transcona Supervisor<br>549 Regent Ave. W.<br>(945-5147) | Dr. McCrae<br>Dr. Eric Ellis<br>Russ Chambers | | | |
| Child and Family Services of Eastern Manitoba | Identified in two ways through workers developmental goals and objectives when consistent with job responsibility and by assessment of agency needs based on high service demands and agency goals. | Child Abuse Intervention -<br>Murray Bergman (233-8931)<br>Dave Macdonald (233-8931)<br>Treatment of Victims -<br>Linda Croll (233-8931)<br>Jan Henley (233-8931) | Extensive involvement in internal and external workshops (See attachment Participation in Training 1986-87).<br>- New staff are oriented to the Abuse Protocol and Procedures. | Review of training needs across the agency. | $9,000 - minimum $175 per staff member | Executive Director |
| Winnipeg South Child and Family Services | Identified by Area Coordinators in discussions with their units. Management team then determines the training direction. | Heather Carruthers - Abuse and Court Procedure<br>Terry Lejko - Abuse<br>Adoption - Margo Cameron<br>Pat Cooper<br>Margaret Dresler<br>Susan Tennenhouse<br>Volunteers - Donna Plant<br>Residential Care - Gary Johnson<br>Foster Parents - Brenda McRitchie<br>Homemakers, Teenage Pregnancy - Margo Cameron | Family Therapy | Possible continuation of family therapy training or other workshops. | $8,000 for 1986-87 | Executive Director and Area Coordinators |

Table II (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| Jewish Child and Family Service | Training based on workers perceived needs and interests and by standards set by accreditation body, the Council on Accreditation for Child and Family Service Agencies | Mary Nicol, M.S.W., R.S.W. - Director of Professional Services | Unspecified | Unspecified | $4,000 per year staff development budget | Agency Staff Development Officer, Supervisors and Executive Director |
| Children's Aid Society of Central Manitoba | Minutes do not follow outline of questions presented. We are therefore unable to present specific descriptive data relating to the questions, comments will be included under Table 3, issues and recommendations. | Janet Schindell<br>Box 190<br>25 - 3rd Street<br>Portage la Prairie<br>(857-8751) | | | | |
| Child and Family Services of Western Manitoba | Needs identified by worker and supervisor at least annually as part of the evaluation process. Available workshops are reviewed by Staff Development | Mrs. Lorraine McLaren<br>Preventive Programs Supervisor<br>Room 100, 340 - 9th Street<br>Brandon, Manitoba R7A 6C2<br>Telephone 728-7000 or<br>1-800-852-1700 (Toll Free) | 1 - 1 1/2 hours every 2 weeks for agency in-service. Topics relating to high risk and abuse included: use of dolls in interviewing children where sexual abuse is suspected. Feedback from Sexual Abuse | For the coming year staff interested in conference on sexual abuse prevention and treatment. Also interested in workshop to help motivate and bring staff together. | $4,500<br>Allocation:<br>Library - $800<br>Staff (approx.) - $60 per person per year<br>Management - $400 | Program Directors and Executive Director |

Table II (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| Child and Family Services of Western Manitoba (cont'd.) | Officer, Executive Director and Program Directors in terms of what may be helpful to the organization. | | Workshop - Hayes and Anderson. Family mediation techniques. | | | |
| Norman Region<br>Flin Flon<br>The Pas | Training needs identified by reaction to referrals and case demands | Donna Janzen) Box 2550<br>Donna Tumak ) The Pas, MB R9A 1M4<br>Telephone 623-6411<br>Don Nisbet ) Box 550<br>50 Church Street<br>Flin Flon, MB R8A 1N4<br>Telephone 687-3457 | Family Therapy With George Enns involving Thompson, Flin Flon and The Pas | | $20,000 | |
| Parklands Region | Not identified formally but are related to service delivery and performance management system. | Malcolm Strang, Supervisor (638-7024)<br>Jerry Stelmaschuk, Supervisor, (734-3436)<br>Terry Doig, Training Responsibilities in Foster Homes and Other Resources (638-7024) | No formalized planned scheduled training. Orientation of new staff responsibility of supervisor. | | No specified training budget. Taken from general operating budget. | Regional Director and Management Team |
| Thompson Region | Training needs for individual staff defined through use of E.P.M. system. | Trudy Fields, C. & F.S. Supervisor and representative on interregional sub committee on training.<br>871 Thompson Drive South<br>Thompson, Manitoba (778-7371) | Training is provided on an ad hoc basis depending on availability of funds. | | No specific training budget. Costs covered from general operating expenses. | |

Table II (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| Interlake Region | Through ongoing supervision and performance. | Richard Panson - C. & F.S. Program Coordinator<br>202-446 Main Street<br>Selkirk, Manitoba (482-4511) | Regional orientation process for all staff. Workshop regarding normal sexuality preliminary step to sex abuse workshops. | | Budget is $60 per person per year, not all available when funding is tight. | Regional Director and Program Coordinator |
| Eastman Region and Sagkeeng Child and Family Services | Case reviews, regular supervision and feedback from community. | Vladimir Ilnyckyj, 20 - 1st St. S., Beausejour, Manitoba (268-1411)<br>Peter Latimer - as above<br>Bert Crocker - Box 700 Pine Falls, Manitoba (367-2215) | No agency child abuse training provided.<br>- Sex abuse training program for the Child Welfare Committee at Manigotogan held recently. | No specific plans are in place for the coming year. | For regional staff, $15 per person per year, exclusive of meals and travel. Budget for Sagkeeng C. & F.S. $1,000 to $1,200 per year shared between 7 staff personnel. | Regional Director and allocated on recommendation of supervisor |
| Anishinaabe Child and Family Services Inc. | Identified at community level by the community itself. | Myrna Whitehawk - Training Coordinator | - a three day workshop in June 1985 including entire community and professional staff<br>- a twice day workshop on Fisher River Reserve in February 1986<br>- Women Self Help Group regarding sexual abuse provides training to these women to in turn provide treatment groups<br>- February 25, 26, 27 Sexual Abuse Workshop at Peguis Reserve | | Budget provided by Indian Affairs. Nature of funding and amount under negotiation. | Controlled and allocated by Regional Management Committee |

Table II (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| Southeast Resource Development Council | Identified in evaluations. | Barry Adams, Supervisor<br>Madeline Michaud, Supervisor | | | $16,000 between approximately 25 people. | New Careers with 14 trainees involved |
| Dakota Ojibway Child and Family Services | Through yearly performance appraisals and by the management team. | Morris Merrick, Assistant Executive Director<br>Frank McKay, Child and Family Services Co-ordinator<br>David Floyd, Child and Family Services Co-ordinator<br>Bev Flett, Child and Family Services Co-ordinator<br>Address and telephone number for all of the above:<br>702 Douglas Street<br>Box 1148<br>Brandon, Manitoba<br>Telephone 725-3560 | Extensive training took place in modules organized by New Careers and by DCFS. Modules related to Child Abuse and high risk included:<br>Child and Adolescent Development<br>Child Abuse<br>Family Violence<br>Crisis Counselling (Suicide prevention/intervention)<br>Abuse of chemicals (assessment/prevention)<br>Community development<br>More extensive list, Child and Family Service Worker Training is attached to minutes. | Child Abuse Co-ordinator will be hired and will be responsible for abuse training and orientation. | $26,500 (an additional $30,000 grant has been withdrawn by DIAND). This includes funds for the training of family life resources (foster parents, homemakers, etc.) as well as staff. | Executive and Assistant Executive Directors |
| Awasis Agency of Northern Manitoba | Information on a separate sheet (to be inserted here)? | | | | | |
| West Region Child and Family Services | Through New Careers training evaluations - no formal training evaluations for other | | New Careers and other workshops | | Specific budget information not given, and funding is through Indian Affairs. | |

Table II (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| West Region Child and Family Services (cont'd.) | workshops (participants provide verbal assessments) | | | | - there have been training budget cuts. | |
| Services to Other Regions | Not specified | Stirling Walkes<br>1981 Portage Avenue<br>Telephone 945-8911 | No schedule | No specific plans | No specific budget, expenses taken from general regional operating budget | Richard Voss, Regional Director for Winnipeg West Central Region |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | Minutes do not follow outline of questions, therefore specific descriptive data is not available. Comments will be included under table 5, issues and recommendations. | | | | | |
| Seven Oaks Center | Identified and priorized by the Staff Training and Development Committee | Millie Gilmore, Pauline Prada, Ken Middleton, Pat Atkins, Jim Mullett, Duncan Michie, Thelma Rafnson, Willeen Page, Dave Williams<br>Address:<br>Seven Oaks Center<br>Box 119E<br>Group 3<br>R.R. 1A<br>Winnipeg, Manitoba<br>Telephone 339-1934 | Staff development through team meetings.<br>International Child Care Workers Conference.<br>Workshops chosen by employees. | | Approximately $3,000 | |
| Manitoba Foster Parents' Association Inc. | There is no official protocol within agencies which allows | | Foster parents annual conference participated in pilot project in educating | Red River course in educating foster parents for fall 1987. Tricia | No specific training budget. Training costs must be taken from | |

Table II (Cont'd.)

| Child and Family Service Agency | How are agency training needs identified and priorized? | Who are key resource persons regarding training within your organization? Name, address, telephone numbers where provided | What was the training organized for the last year? e.g. workshops, conferences, etc. | What is planned regarding training for the next Year? | How are training dollars allocated for staff? | Who controls the budget? |
|---|---|---|---|---|---|---|
| Manitoba Foster Parents' Association Inc. (cont'd.) | foster parents to participate in identifying needs. | | foster parents. Foster parent groups organize speakers to provide training. | Almdal to teach course on fostering abused children. | general operating budget of $90,000. Red River course is not yet included in the budget. Treasury Board has funded for 14 places in the program. | |

WITHIN AGENCY
(TABLE III)

| Child and Family Service Agency | How is the effectiveness of training in your agency evaluated? | What training has been available to your staff in the past with: | | | What training is planned for your staff with: | | |
|---|---|---|---|---|---|---|---|
| | | a) other disciplines? | b) other agencies? | c) other regions? | other disciplines? | other agencies? | Other regions? |
| Child and Family Services of Central Winnipeg | By supervisors and other management staff on an ad hoc basis. | ad hoc basis | ad hoc basis | ad hoc basis | nothing specific | nothing specific | nothing specific |
| Child and Family Services of Winnipeg West | | | | | | | |
| Northwest Child and Family Services Agency | | | | | | | |
| Northeast Winnipeg Family and Child Extended Social Services | Effectiveness of training if evaluated by staff response. | ad hoc from postings received | ad hoc basis | ad hoc basis | | | |
| Child and Family Services of Eastern Manitoba | Feedback from participants Informal (sometimes formal). | Little has been offered or available. | ad hoc basis | ad hoc basis | Nothing specific is planned but agency would like to see this type of training developed, e.g. cross-discipline. | | |
| Winnipeg South Child and Family Services | Basically feedback from staff. | Minimal amount of training available due to pressures of time and lack of opportunity. | ad hoc basis | ad hoc basis | No specific training is planned. Agency would be interested in cross-disciplinary training if adequate resources were available to reduce problems of time and high caseload demands. | nothing specific | nothing specific |

Table III (Cont'd.)

| Child and Family Service Agency | How is the effectiveness of training in your agency evaluated? | What training has been available to your staff in the past with: | | | What training is planned for your staff with: | | |
|---|---|---|---|---|---|---|---|
| | | a) other disciplines? | b) other agencies? | c) other regions? | other disciplines? | other agencies? | Other regions? |
| Jewish Child and Family Service | | Little cross discipline or cross agency training takes place. Cross agency involvement takes place regarding case consultation planning and placement. | | | | | |
| Children's Aid Society of Central Manitoba | Minutes do not follow outline of questions presented. included under Table 3, issues and recommendations. | We are therefore unable to present specific descriptive data relating to the questions. Comments will be | | | | | |
| Child and Family Services of Western Manitoba | Feedback from staff occasionally use of questionnaires. | Agency organized interdisciplinary conference in September 1985 on sexual abuse treatment. Participate in interdisciplinary conferences throughout province when funds permit. | ad hoc basis | ad hoc basis | Annual network conference for all Brandon agencies. Occasional interdisciplinary staff development progress are held but nothing is formalized regarding this type of training. | nothing specific | nothing specific |
| Norman Region<br>Flin Flon<br>The Pas | Evaluations by participants. | Jan. '85 Solvent Abuse<br>Jan. '86 Child Abuse<br>May '87 Linda Halliday and Diane Lamay (Sexual Abuse)<br>Fall '86 Working With Teenagers<br>Oct. '86 Jane Earle and | ad hoc basis | ad hoc basis | | | Involved in inter-regional development of training which will be cross-regional and cross-program |

Table III (Cont'd.)

| Child and Family Service Agency | How is the effectiveness of training in your agency evaluated? | What training has been available to your staff in the past with: | | | What training is planned for your staff with: | | |
|---|---|---|---|---|---|---|---|
| | | a) other disciplines? | b) other agencies? | c) other regions? | other disciplines? | other agencies? | Other regions? |
| Norman Region<br>Flin Flon<br>The Pas (Cont'd.) | | Trisha Almdal (Workshop for Foster Parents | | | | | |
| Parklands Region | Evaluated informally in staff evaluation. Will be strengthened when E.P.M. system is implemented | | | | The four rural regions with major responsibility for Child and Family Services that is Interlake, Parklands, Norman and Thompson are presently working on developing a staff training and development plan and it is intended that this training will be cross discipline. | Parklands and West Region developing one day workshop on sexual abuse - for foster parents | |
| Thompson Region | | | | | Thompson is participating in inter-regional (for northern regions) development of training which will be cross discipline) | | |
| Interlake Region | Through performance appraisal | | | | Involved with inter-regional, cross discipline training development | | |

Table III (Cont'd.)

| Child and Family Service Agency | How is the effectiveness of training in your agency evaluated? | What training has been available to your staff in the past with: | | | What training is planned for your staff with: | | |
|---|---|---|---|---|---|---|---|
| | | a) other disciplines? | b) other agencies? | c) other regions? | other disciplines? | other agencies? | Other regions? |
| Eastman Region and Sagkeeng Child and Family Services | Through the Performance Management System | Take part in training organized outside the region. | | | | | |
| Anishinaabe Child and Family Services Inc. | Through the performance appraisal reports and the training evaluations done by the New Careers trainers in conjunction with the co-ordinators. | Have attended workshops and seminars organized by others. | | | | | |
| Southeast Resource Development Council | Through standard performance. | | | | | | |
| Dakota Ojibway Child and Family Services | Information on separate sheet to be inserted here? | | | | | | |
| Awasis Agency of Northern Manitoba | Insert information from a separate sheet? | | | | | | |
| West Region Child and Family Services | Through New Careers training evaluation.<br>- No format training evaluations for other workshops (participants provide verbal assessments). | | | | | | |
| Services to Other Regions | Through the performance appraisal interviews. | Little involvement | | | | | |

Table III (Cont'd.)

| Child and Family Service Agency | How is the effectiveness of training in your agency evaluated? | What training has been available to your staff in the past with: | | | What training is planned for your staff with: | | |
|---|---|---|---|---|---|---|---|
| | | a) other disciplines? | b) other agencies? | c) other regions? | other disciplines? | other agencies? | Other regions? |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | Minutes do not follow outline of questions, therefore specific descriptive data is not available. Comments will be included under Table 5, issues and recommendations. | | | | | | |
| Seven Oaks Center | No formal evaluation | There is no formalized training available with other disciplines, agencies, or regions | | | | | |
| Manitoba Foster Parents' Association Inc. | | | | | | | |

Table IV (Cont'd.)

| Child and Family Service Agency | Is training available to your staff? | Does your agency organize inter-disciplinary training? | Have your staff been participants in regional interdisciplinary training? | How do your staff rate the importance of staff training involving other disciplines, agencies, region? | Is a Provincial Advisory Committee on Training necessary? | Centralized? | Decentralized? |
|---|---|---|---|---|---|---|---|
| Norman Region<br>Flin Flon<br>The Pas | yes | yes | yes | absolutely essential | (unclear) | | yes |
| Parklands Region | yes | yes (some) | yes | essential for all staff | yes (for centralized planning) | | yes - decentralized training |
| Thompson Regional Office | yes | not currently, but being planned | yes (ad hoc basis) | essential | | centralized resource inventories and coordination | decentralization of funding and training development |
| Interlake Region | yes | | yes | absolutely essential | | | yes! |
| Eastman Region and Sagkeeng Child and Family Services (Child welfare mandate from Eastman) | yes (external) | no (access external programs) | yes (external) | absolutely essential for all staff | yes | | yes |
| Anishinaabe Child and Family Services Inc. | yes | no - training is organized for entire community | yes (externally organized) | | | | yes |
| Southeast Resource Development Council | yes, limited | yes | yes | fairly essential for key staff | yes? | | |

## INTERDISCIPLINARY/INTERAGENCY/INTERREGIONAL TRAINING PROGRAMS
(TABLE IV)

| Child and Family Service Agency | Is training available to your staff? | Does your agency organize inter-disciplinary training? | Have your staff been participants in regional interdisciplinary training? | How do your staff rate the importance of staff training involving other disciplines, agencies, region? | Is a Provincial Advisory Committee on Training necessary? | Centralized? | Decentralized? |
|---|---|---|---|---|---|---|---|
| Child and Family Services of Central Winnipeg | yes | | yes | fairly essential | yes | centralized in terms of policy and funding | |
| Child and Family Services of Winnipeg West | no response | no response | no response | fairly essential for key staff | no response | no response | |
| Northwest Child and Family Services Agency | not submitted | | | | | | |
| Northeast Winnipeg Family and Child Extended Social Services | yes | yes | yes | fairly essential for <u>all</u> staff | no | yes - done by Directorate exclusively | |
| Child and Family Services of Eastern Manitoba | little cross-discipline training | future objective | not applicable | interested where focus relevant | yes | yes | |
| Winnipeg South Child and Family Services | minimal amount | no | nothing formal has happened | essential | yes (if adequately resourced) | planning | delivery |
| Jewish Child and Family Service | no | some outside speakers for inservices | yes | not given | | | |
| Children's Aid Society of Central Manitoba | Minutes submitted descriptive in nature, do not provide specific quantifiable data. | | | | | | |
| Child and Family Services of Western Manitoba | yes | yes | yes | absolutely essential for all staff | | | ? |

Table IV (Cont'd.)

| Child and Family Service Agency | Is training available to your staff? | Does your agency organize inter-disciplinary training? | Have your staff been participants in regional interdisciplinary training? | How do your staff rate the importance of staff training involving other disciplines, agencies, region? | Is a Provincial Advisory Committee on Training necessary? | Centralized? | Decentralized? |
|---|---|---|---|---|---|---|---|
| Dakota Ojibway Child and Family Services | yes (external) | no | yes (external) | essential for key staff | yes but with a subcommittee to deal with concerns specific to Native agencies - need funding in order to participate in Committee. | organizing and planning | delivery |
| Awasis Agency of Northern Manitoba | | | | | | | |
| West Region Child and Family Services (Dauphin Office) | yes | | | | | | yes |
| Services to Other Regions | yes (external) | no | yes where feasible, external | fairly essential | | | |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | | | | | | | |
| Seven Oaks Center | No but would like this | | no but feel they should | | | | |
| Manitoba Foster Parents' Association Inc. | | | | | yes, would like to be on it | | |

(TABLE V)

| CHILD AND FAMILY SERVICE AGENCY | INFORMATION AND ISSUES | (REQUESTS) RECOMMENDATIONS |
|---|---|---|
| Child and Family Services of Central Winnipeg | - organizational standards are included with minutes.<br>- organizational chart also included. | - formal needs assessment would facilitate identifying and priorizing training needs on an objective basis.<br>- inter-disciplinary training would have a positive effect on service if workload pressures could be reduced to allow workers to make a commitment to the training.<br>- the development of a provincial training program should consider looking at the needs of the target or client groups as well as the felt needs of the service providers.<br>- training should be developmental and should go beyond specifics of physical and sexual abuse.<br>- commitment to training and the expression of this through specific dollar designation should be considered at a senior policy level.<br>- advisory committee would be required to provide user input. |
| Child and Family Services of Winnipeg West | - agency has a defined board policy on procedure in management of child abuse situations (see attachment #1 of minutes)<br>- do not support needs assessment because needs have been identified and management can provide elaboration.<br>- interested in developing resources for directly dealing with training needs.<br>- see Interim Guideline #34 Child Abuse Protocol. | - would like assistance to develop a training evaluation mechanism.<br>- agency recommendations attached: some of these include:<br>. articulated needs for more staff and resources<br>. training should be developmental and should include core skills and information as well as enrichment education. |
| Northwest Child and Family Services Agency | | |
| Northeast Winnipeg Family and Child Extended Social Services | - agency has general orientation manuals and abuse protocols booklet for staff and board.<br>- presently forming a Northeast Abuse Committee to begin operation the spring/summer of 1987. | - formal needs assessment could facilitate the setting up of workshops to deal with areas of particular interest or concern.<br>- organizing and developing training should be responsibility of Directorate staff.<br>- training should begin as soon as possible. |
| Child and Family Services of Eastern Manitoba | - participation in training 1986-87 chart (attached to minutes).<br>- proposal for staff development policy (attached to minutes). | - staff would be interested in cross discipline and regional training where the focus was clearly relevant.<br>- support the development of centrally organized training that covers standardized and essential elements in child abuse intervention. |

Table V (Cont'd.)

| CHILD AND FAMILY SERVICE AGENCY | INFORMATION AND ISSUES | (REQUESTS) RECOMMENDATIONS |
|---|---|---|
| Child and Family Services of Eastern Manitoba (Cont'd.) | | - agency supports training modules to address the various aspects of child abuse.<br>- agency would like to be represented on a provincial training advisory committee. |
| Winnipeg South Child and Family Services | - staff have indicated problems utilizing acquired and developing skills in an effective way due to volume of caseloads. | - a training program with a core curriculum and a continuing education component would be required.<br>- agency would be supportive of cross-over activities but at present case loads and resources available make this difficult.<br>- to be effective, provincial training advisory should be a working committee.<br>- totally voluntary committee not seen as effective.<br>- beneficial to have training done in the agency at the unit level.<br>- agencies will have more responsibility in training Child Welfare workers therefore programs will need to be costed out carefully. |
| Jewish Child and Family Service | - Jewish Child and Family Service is an accredited agency by the council on accreditation for child and family service agencies.<br>- Jewish Child and Family Service is the only mandated agency in Canada offering an international newcomers network.<br>- enclosed with minutes:<br>. staff development written policy<br>. job descriptions for:<br>a) Community Integration Coordinator<br>b) Case Aide<br>c) Social Worker<br>. continuing responsibilities - Child Welfare Social Worker<br>. Jewish Child and Family Service Board Handbook 1986-87. | - upon graduation workers should be registered with a standard keeping body (e.g. MRSW). This would ensure standards and accountability.<br>- membership should depend upon the worker passing a set of examinations to ensure a certain minimum level of competence.<br>- there is a need to look at core knowledge and continuing education.<br>- not all staff need be social workers. |
| Children's Aid Society of Central Manitoba | - in abuse work, workers must take risks on behalf of children and families. Sometimes plans will fail - workers need extensive support. | - training programs should take into account differing rural and urban needs.<br>- should look at two levels: 1) task training, and 2) continuing education.<br>- training needs to be a nurturing process.<br>- agency abuse workers want to form an association with abuse workers throughout the province, |

Table V (Cont'd.)

| CHILD AND FAMILY SERVICE AGENCY | INFORMATION AND ISSUES | (REQUESTS) RECOMMENDATIONS |
|---|---|---|
| Children's Aid Society of Central Manitoba (cont'd.) | | for the purpose of support and peer supervision.<br>- Scan teams not considered appropriate by this agency in rural areas because of numerous small communities and differing cultures. |
| Child and Family Services of Western Manitoba | - written policy on training enclosed with minutes.<br>- attached staff development policy.<br>- agency is involved with three shared worker programs, the Child Abuse Committee, and a variety of interdisciplinary treatment groups.<br>- shared worker program involves school system and the agency. | - abuse training should be available to senior practitioners and line staff. |
| Norman Region<br>Flin Flon<br>The Pas | - extensive interdisciplinary discussion provided in minutes.<br>- Norman Region is involved with inter-regional planning in conjunction with Thompson, Parklands and Interlake. | - nurses, particularly in outlying areas, perceive need for training in child abuse.<br>- any training package would need to recognize regional disparities - one central training package will not be effective.<br>- a training package will only be effective and useful if extra staff is attached to provide the therapy and treatment.<br>- it was suggested that a core curriculum be offered with ongoing training because of new people being hired, experienced staff needing refresher courses, and to help deal with the isolation workers work in. |
| Dauphin - Parklands Region | - staff turnover is high in rural areas.<br>- there is concern that if Mental Health Program participates in cross-disciplinary training, their training budget may be cut.<br>- Mental Health dollars are targeted for mental health staff.<br>- Region currently developing cross-programmission and goal statements regarding abuse which will result in restructuring of programs and scan teams.<br>- four regions with major Child Welfare components, that is, Interlake, Parklands, Norman, Thompson Regions are currently meeting to plan and develop consistent practices and services across the four regions. | - Suggested that Provincial training be organized as follows:<br>a) these be developed by a team of people consisting of Directorate representation, agency representation, and key external organization such as Child Protection.<br>b) that it be organized around natural groupings of agencies. It is not likely possible to develop one provincial training program that will meet all the needs of all the agencies and have it look the same in all places.<br>c) that it be delivered locally taking into account the natural collation of agencies and geographic local.<br>- the training package should be modular based from beginning stages to the more sophisticated levels.<br>- funds need to be set aside for training. |

Table V (Cont'd.)

| CHILD AND FAMILY SERVICE AGENCY | INFORMATION AND ISSUES | (REQUESTS) RECOMMENDATIONS |
|---|---|---|
| Dauphin - Parklands Region (cont'd.) | - many more suggestions and important comments contained in minutes. | - new skill development needs to be a priority.<br>- cross-program training should be done within the region.<br>- training needs to be connected to the short and long-term goals of the region.<br>- dollars for training should be allocated to the regions and not to individual programs. |
| Thompson Regional Office | - Thompson region is involved with inter-regional planning in conjunction with Norman, Interlake and Parklands.<br>- this group is involved in developing a training plan for the total program with co-ordinated implementation across regions.<br>- list of topics to be included in training modules is provided in minutes. | Requests:<br>. that any training regarding child abuse needs to fit within the context of a continuum of training that covers the spectrum of Child and Family Services.<br>. there is essential case knowledge and skills that cross sub-program lines and there is enhancement knowledge and skill that is required to understand the dynamics of child abuse.<br>. it is crucial there be an overall context around any training.<br>. training around child abuse needs to be integrated and co-ordinated with the other disciplines involved with management of this service (especially true for first responder level).<br>. any training activities need to be properly funded and funding needs to be protected.<br>. there is a need to allow regional autonomy around both the development of training activities and the allocation of money for that purpose.<br>. there is a need for centralized resource inventories and communications and co-ordination. |
| Interlake Region | - Interlake Region is involved with inter-regional planning in conjunction with Norman, Parklands and Thompson. | - the Needs Assessment would provide useful data.<br>- avoid "canned" programs - respond to identified regional needs.<br>- use local resources wherever possible. |
| Eastman Region and Sagkeeng Child and Family Services | - there are no SCAN teams established within the region.<br>- a regional collaborative planning committee (inter-agency) is currently trying to work out protocols and it will be in a position to identify region-wide training needs and to share training resources. | - the Region supports needs assessment to identify training needs.<br>- there is a need for specific training in community development.<br>- need to have a coherent developmental training model with a variety of different modules, rather than singling out child abuse as a distinct entity. |
| Anishinaabe Child and Family Services Inc. | - there have been serious cuts in training funds from Indian Affairs.<br>- elders play important role in identifying problems, and are present at meetings with professionals. | - agency identified the following recommendations. Need for:<br>a) more education, b) more awareness, c) need to establish shelters in the community, d) need to cover family as well as child abuse, e) a place for counselling and support services, |

Table V (Cont'd.)

| CHILD AND FAMILY SERVICE AGENCY | INFORMATION AND ISSUES | (REQUESTS) RECOMMENDATIONS |
|---|---|---|
| Anishinaabe Child and Family Services Inc. (cont'd.) | - enclosed with minutes is letter regarding Sexual Abuse Project Funding. This spells out intended program initiatives. | f) education programs specifically for the communities on how to deal with this problem, g) training workers to specialize in different areas.<br>- crisis intervention and family treatment needed.<br>- training should be given at the communities so that anyone who works can attend.<br>- training has to be adopted to reflect the setting and how the agency works. |
| Southeast Resource Development Council | | - input regarding training should come from all child caring agencies and should occur very quickly. |
| Dakota Ojibway Child and Family Services | - concerned about how much weight would be given to the particular training needs of Indian agency staff in comparison to the needs of non-Indian agency staff.<br>- structures of Native agencies are somewhat different from non-native agencies, treatment models may be different and they feel that their staff are less trained and experienced in child and family services.<br>- list of DOCFS specific training needs are included in minutes.<br>- proposed classroom training schedule for year 1 and Child and Family Service Worker training classroom module list - both attached to minutes. | - a formal well structured needs assessment, systematically administered, would identify the workers' real training needs, not just those perceived by management.<br>- a group of specialists representing different factions of the child and family services, health, education and legal communities should develop proposed training packages.<br>- the proposed package(s) should be distributed widely for feedback and critique.<br>- the trainers should be a centralized group in order to ensure consistency regarding the training format and content.<br>- the training should be delivered by agency or region.<br>- if a provincial training advisory committee is to be established, there should be separate sub-committees to deal with the needs of native agencies.<br>- appropriate provincial spokespersons should negotiate the necessary and associated funding in order for agency to be able to carry out responsibilities in accordance with standards. |
| Awasis Agency of Northern Manitoba | | |
| West Region Child and Family Services | - rural agency needs are much different than urban ones, and the issues involved in dealing with abuse also differ.<br>- questions raised about the Directorate:<br>a) are they only in a supportive, consultative role, and agencies have discretion regarding utilizing them?<br>b) are they the group responsible for enforcing the legislation, | - culture teaching should be shared by different communities.<br>- if regional committees are to be set up throughout the province, it should only be on the basis that a review of the province - not just Winnipeg - has substantiated such a recommendation.<br>- recommend that role of Directorate of Child and Family Support Services be clarified.<br>- urgent needs identified as: staffing, training and resourcing. |

Table V (Cont'd.)

| CHILD AND FAMILY SERVICE AGENCY | INFORMATION AND ISSUES | (REQUESTS) RECOMMENDATIONS |
|---|---|---|
| West Region Child and Family Services (cont'd.) | monitoring agencies and seeing that regulations are being adhered to? | |
| Services to Other Regions | - would participate in any training modules such as Normal Development of Children and Investigations of Child Abuse. | - needs assessment will assist in identifying appropriate training needs. |
| Ma Mawi-Wi-Chi-Itata Centre, Inc. | - agency often has front-line role with native families regarding abuse and crisis intervention and they provide an educative role to workers in other agencies.<br>- abuse co-ordinator could run third-party support groups for families to whom they provide services.<br>- perceived training needs and issues - area of child abuse - enclosed with minutes. | - request more specialized training for a person working in the area of child abuse.<br>- if training is centralized it must be sensitive to the Native cultural aspects.<br>- request a Child Abuse Co-ordinator within the Ma Mawi-Wi-Chi-Itata Centre, Inc. to give families a better understanding of what is expected of them by workers in the mainstream.<br>- the agency would prefer to see their own training modules developed with assistance/guidance from a Provincial Directorate. Delivery of the training is preferred to be done by their centre.<br>- there should be interdisciplinary training in the area of child abuse.<br>- would like universal training module in child abuse which they can plug into and adopt to fit their philosophic base. |
| Seven Oaks Center | | - staff need ongoing training on how to approach and deal with abuse victims/offenders. |
| Manitoba Foster Parents' Association Inc. | - there is confusion by agencies and foster parents about the role of foster parents. The concept of teamwork is missing.<br>- suggestions regarding needed training for workers are included in minutes (e.g. separation and loss).<br>- foster parents feel vulnerable in parenting abused children.<br>- concerned about allegations and investigations of abuse. | - recommend that on the Special Rates form there should be an allowance for any training costs for foster parents (particularly in the area of abuse).<br>- the Manitoba Foster Parents' Association Inc. wishes to be represented on any Provincial Advisory Committee on training which is organized. |